



Olin School of Business Graduate Programs

2026–27

Bulletin

Table of Contents

About This Bulletin	4
Bulletin Policies	4
Course Numbering	5
Curriculum Designators	5
Catalog Editions	9
Prior Bulletins	9
About Washington University in St. Louis	12
Trustees & Administration	12
Academic Calendar	13
Campus Resources	14
University Policies	18
University Affiliations	27
Graduate Policies	31
University PhD Policies & Requirements	32
PhD Mentored Experiences	38
Olin Business School	41
Graduate Certificates	91
Analytics, Graduate Certificate	91
Analytics, Advanced Graduate Certificate	91
Finance, Graduate Certificate	92
Finance, Advanced Graduate Certificate	92
Graduate Master's Degrees	93
Full-Time MBA Program	93
Master of Business Administration (MBA) (Full-Time)	93
Working Professionals MBA Programs	100
Flex Master of Business Administration (MBA)	100
Executive Master of Business Administration (MBA)	103
Executive Master of Business Administration (MBA) Mumbai	104
Executive Master of Business Administration (MBA) Shanghai	105
Full-Time Specialized Master's Programs	106
Master of Accounting (MACC)	106
Master of Science in AI for Business (MSAIB)	108
Master of Science in Business Analytics (MSA)	109
Master of Science in Business of Sports (MSBOS)	114
Master of Science in Finance - Corporate Finance (MSFC)	116
Master of Science in Finance - Quantitative (MSFQ)	117

Master of Science in Finance - Wealth and Asset Management (MSFWAM)	118
Master of Science in Supply Chain Management (MSSCM)	120
Master of Science in Wealth Management (MSWM)	121
Working Professionals Specialized Master's Programs	122
Online Master of Science in Business Analytics (OMSBA)	122
Flex Master of Science in Finance (Flex MSF)	123
Master's Program Admissions	124
Master's Program Policies	124
Full-Time MBA Policies	124
Flex MBA Policies	133
Flex MSF Policies	139
Executive MBA Policies	146
Specialized Master's Program Policies	149
Online Specialized Master's Program Policies	157
Master's Program Financial Information	162
Master's Program Exchange Programs	164
Dual Degrees	164
MPH/MBA	164
MSW/MBA	165
MBA/MS-BME	165
MEng-EECE/MBA	165
MArch/MBA	165
JD/MBA	165
MD/MBA	166
Doctoral Degrees	166
Doctor of Business Administration (DBA)	166
Doctor of Philosophy (PhD) in Business	169
Doctoral Program Admissions	171
Doctoral Program Policies	173
Doctoral Program Financial Information	187
Administration	188
Postdoctoral Training	190
Cross-School Interdisciplinary PhD Programs	191
Division of Biology & Biomedical Sciences	191
Division of Computational & Data Sciences	204
Institute of Materials Science & Engineering	207
Interdisciplinary Opportunities	212
Inter-University Exchange Program	212

Skandalaris Center for Interdisciplinary Innovation and Entrepreneurship	213
McDonnell International Scholars Academy	215
VA Appendix: Olin Business School Graduate Programs	216
Index	218

About This Bulletin

The graduate and professional *Bulletins* are the catalogs of programs, degree requirements, courses that may be offered and course descriptions, pertinent university policies, and faculty of the following schools of Washington University in St. Louis: Architecture & Urban Design; Art; Arts & Sciences; Business; Engineering; Law; Medicine; Public Health; and Social Work & Social Policy.

The *WashU Continuing & Professional Studies Bulletin* is the catalog for WashU Continuing & Professional Studies (CAPS), the professional and continuing education division at Washington University in St. Louis. The catalog includes programs, degree requirements, course descriptions, and pertinent university policies for students earning a degree or taking courses through CAPS.

The 2026-27 *Bulletin* is entirely online but may be downloaded in PDF format for printing. Individual pages as well as information from individual tabs may be downloaded in PDF format using the PDF icon in the top right corner of each page. To download the full PDF, please choose from the following:

- Architecture & Urban Design Bulletin (PDF) (*to come*)
- Art Bulletin (PDF) (*to come*)
- Arts & Sciences Bulletin (PDF) (*to come*)
- Business Bulletin (PDF) (*to come*)
- Engineering Bulletin (PDF) (*to come*)
- Law Bulletin (PDF) (*to come*)
- Medicine Bulletin (PDF) (*to come*)
- Public Health Bulletin (PDF) (*to come*)
- Social Work & Social Policy Bulletin (PDF) (*to come*)
- School of Continuing & Professional Studies Bulletin (undergraduate & graduate) (PDF) (*to come*)

The degree requirements and policies listed in the 2026-27 *Bulletin* apply to students entering Washington University during the 2026-27 academic year. For more information, please visit the Catalog Editions (p. 9) page.

Every effort is made to ensure that the information, applicable key policies, and other materials presented in the *Bulletin* are accurate and correct as of the date of publication (July 1, 2026). To view a list of changes that have taken place after that date, visit the Program & Policy Updates page. Please note that the *Bulletin* highlights key university policies applicable to its students. Not all applicable university and departmental policies are included here.

Washington University reserves the right to make changes at any time without prior notice to the *Bulletin* and to university policies. Therefore, the electronic version of the *Bulletin* as published online is considered the official, governing document, and it may change from time to time without notice.

The next edition of the *Bulletin* will be published on July 1, 2027. Midyear changes to current courses (titles, descriptions, and credit units) are not reflected in this *Bulletin*. For more information about determining the appropriate edition of the *Bulletin* to consult, please visit the Catalog Editions page (p. 9) in the About This Bulletin section.

For the most current information about registration, visit the Plan for Next Semester Overview page of the Workday@WashU website. To view current semester course listings, consult the Class Schedule Search on the Office of the University Registrar website.

Degree progress is monitored in Workday based on program requirements as published in the *Bulletin* in the year of the student's matriculation. Students are responsible for reviewing their academic progress for accuracy and remaining credential requirements. Questions about degree requirements and course applicability should be directed to advisors.

Please email the Bulletin editor (bulletin@wustl.edu), Jennifer Etling Gann, with any questions concerning the *Bulletin*.

Bulletin Policies

Policies related to this catalog include the following:

Changes to the Bulletin

Every effort is made to ensure that the information, policies and other materials presented in the *Bulletin* are accurate and correct as of the date of publication. For more information about the content review process for the *Bulletin*, please visit the Catalog Editions page (p. 9).

The *Bulletin* for the upcoming academic year is published annually on July 1, and certain post-publication changes may be made until October 1. To view a list of changes that have taken place after the July 1 publication date, please visit the Program & Policy Updates page.

Washington University reserves the right to make changes at any time without prior notice. Therefore, the electronic version of the *Bulletin* and the policies set forth therein may change from time to time without notice. The governing document at any given time is the then-current version of the *Bulletin*, as published online, and then-currently applicable policies and information are those contained in that *Bulletin*.

Discontinued Programs

Students enrolled in programs that discontinue admitting new students during their tenure are expected to meet degree requirements published in the *Bulletin* and in place during their year of matriculation. If a program's requirements change, a student may request to change to a subsequent version effective during their enrollment, which is subject to approval by their school. Students who leave the university may not be allowed to return to a discontinued program depending on the time frame the university has established that the program will teach out remaining students.

Students are held to other policies in effect and as published for the current academic year.

For more information, please visit the Prior Bulletins page (p. 9).

Year of Matriculation

Students are expected to meet degree requirements published in the *Bulletin* and in place during their year of matriculation. If a program's requirements change, a student may request to change to a subsequent version effective during their enrollment, which is subject to approval by their school.

For more information, please visit the Catalog Editions page (p. 9).

Course Numbering

Washington University adopted a new course labeling structure in Fall 2025. The first part is the subject code indicating the area of study: for example, ANTHRO for Anthropology or MEMS for Mechanical Engineering and Materials Science. The second part is a four-digit course number. Course numbers demonstrate a progression of difficulty and/or depth in coursework.

- 1000 to 1999 indicates an introductory undergraduate course, usually without prerequisites.
- 2000 to 2999 indicates an introductory or intermediate undergraduate course, sometimes with prerequisites.
- 3000 to 3999 indicates an upper-level undergraduate course, often with a prerequisite of a prior course or class standing (e.g., junior standing).
- 4000 to 4999 indicates an undergraduate course or seminar with advanced content, in which a graduate student may be eligible to register.
- 5000 to 9999 indicates a graduate course, in which advanced undergraduates may request to register.

The presence of a course in this *Bulletin* signifies that it is part of the curriculum currently offered and may be scheduled for registration.

Curriculum Designators

The subject codes shown below are used in Washington University's course records and are listed here alphabetically.

A

Code	Name
AAS	Asian American Studies
ACCT	Accounting
AFAS	African & African American Studies
AHBR	Applied Health Behavior Research
AMCS	American Culture Studies
ANESTH	Anesthesiology
ANTHRO	Anthropology
APL	Applied Linguistics
ARAB	Arabic
ARC	Archaeology
ARCH	Architecture
ART	Art
ARTARCH	Art History & Archaeology
ASGS	Arts & Sciences Graduate Studies

B

Code	Name
BBS	Biology & Biomedical Sciences
BDSAI	Biomedical Data Science and AI
BEYOND	Beyond Boundaries
BIOCHEM	Biochemistry & Molecular Biophysics
BIOL	Biology & Biomedical Sciences
BME	Biomedical Engineering
BMI	Biomedical Informatics
BSDC	Brown School Doctoral

C

Code	Name
CAPS-AFAS	CAPS - African & African American Studies
CAPS-AMCS	CAPS - American Culture Studies
CAPS-ANTHRO	CAPS - Anthropology
CAPS-ARAB	CAPS - Arabic
CAPS-ART	CAPS - Art
CAPS-ARTARCH	CAPS - Art History & Archaeology
CAPS-BIO	CAPS - Biology
CAPS-BUS	CAPS - Business
CAPS-CHEM	CAPS - Chemistry
CAPS-CHINESE	CAPS - Chinese
CAPS-CIM	CAPS - Computers & Information Management



CAPS-CLASSICS	CAPS - Classics
CAPS-COMM	CAPS - Communications
CAPS-COMPLIT	CAPS - Comparative Literature
CAPS-CRM	CAPS - Clinical Research Management
CAPS-CS	CAPS - Computer Science
CAPS-DANCE	CAPS - Dance & Somatic Movement Studies
CAPS-DATASTUDIES	CAPS - Data Studies
CAPS-DRAMA	CAPS - Drama
CAPS-EASIA	CAPS - East Asian Studies
CAPS-ECOMP	CAPS - English Composition
CAPS-ECON	CAPS - Economics
CAPS-EDUC	CAPS - Education
CAPS-ELIT	CAPS - English & American Literature
CAPS-ELP	CAPS - English Language Programs
CAPS-EPSC	CAPS - Earth & Planetary Sciences
CAPS-FILM	CAPS - Film & Media Studies
CAPS-FR	CAPS - French
CAPS-GERMAN	CAPS - Germanic Languages & Literatures
CAPS-GIS	CAPS - Geographic Information Systems
CAPS-GS	CAPS - General Studies
CAPS-HCARE	CAPS - Health Care
CAPS-HEBR	CAPS - Hebrew
CAPS-HINDI	CAPS - Hindi
CAPS-HIST	CAPS - History
CAPS-HRM	CAPS - Human Resources Management
CAPS-IA	CAPS - International Affairs
CAPS-IRISH	CAPS - Irish Studies
CAPS-IS	CAPS - International Studies
CAPS-ISLA	CAPS - Integrated Studies in Liberal Arts
CAPS-ITAL	CAPS - Italian
CAPS-JAPAN	CAPS - Japanese
CAPS-JME	CAPS - Jewish, Islamic, & Middle East Studies
CAPS-JRN	CAPS - Journalism
CAPS-KOREAN	CAPS - Korean
CAPS-LAS	CAPS - Latin American Studies
CAPS-LING	CAPS - Linguistics
CAPS-MATH	CAPS - Mathematics & Statistics
CAPS-MUS	CAPS - Music
CAPS-NPM	CAPS - Nonprofit Management
CAPS-PHIL	CAPS - Philosophy
CAPS-PHYS	CAPS - Physics
CAPS-POLSCI	CAPS - Political Science
CAPS-PORT	CAPS - Portuguese

CAPS-PSYCH	CAPS - Psychological & Brain Science (Psychology)
CAPS-RELST	CAPS - Religious Studies
CAPS-RUSS	CAPS - Russian
CAPS-SCAN	CAPS - Scandinavian
CAPS-SCI	CAPS - Science
CAPS-SOC	CAPS - Sociology
CAPS-SPAN	CAPS - Spanish
CAPS-SPCH	CAPS - Speech
CAPS-SUST	CAPS - Sustainability
CAPS-WGSS	CAPS - Women, Gender, & Sexuality Studies
CFH	Center for the Humanities
CHEM	Chemistry
CHINA	Chinese
CHST	Children's Studies
CLASSICS	Classics
CLNV	Clinical Investigation
CNST	Construction Management
COMPLITTHT	Comparative Literature & Thought
CSE	Computer Science & Engineering
CWP	College Writing Program
CYBER	Cybersecurity Management

D

Code	Name
DANCE	Dance
DAT	Data Analytics
DCDS	Division of Computational & Data Sciences
DESIGN	Design
DRAMA	Drama

E

Code	Name
EALC	East Asian Languages & Cultures
ECON	Economics
EDUC	Education
EECE	Energy, Environmental, & Chemical Engineering
EEPS	Earth, Environmental, & Planetary Sciences
EGS	Engineering Graduate Studies
ELIT	English Literature
EMED	Emergency Medicine
EMGT	Engineering Management
ENGR	General Engineering
ENST	Environmental Studies
ESE	Electrical & Systems Engineering
ETEM	Engineering Management



F

Code	Name
FASHION	Fashion Design
FILM	Film & Media Studies
FIN	Finance
FRENCH	French

G

Code	Name
GENETICS	Genetics
GENST	General Studies
GERMAN	Germanic Languages & Literatures
GLOBAL	Global Studies
GNOUN	Genetic Counseling
GREEK	Greek

H

Code	Name
HBRW	Hebrew
HCO	Health Care Operations
HINDI	Hindi
HISTORY	History

I

Code	Name
IMSE	Institute of Materials Science & Engineering
INFO	Information Management
INTERD	Interdisciplinary Studies
INTL	International Studies
IPMS	Movement Science
ITAL	Italian

J

Code	Name
JAPAN	Japanese
JCE	Joint Civil Engineering
JCHE	Joint Chemical Engineering
JCS	Joint Intro to Computing
JEC	Joint Engineering Communications
JEE	Joint Electrical Engineer
JEMT	Joint Engineering Math
JIMES	Jewish, Islamic, & Middle East Studies
JME	Joint Mechanical Engineering

K

Code	Name
KOREA	Korean

L

Code	Name
LANDARCH	Landscape Architecture
LATAM	Latin American Studies
LATIN	Latin
LAW	Law
LAWO	Law Online
LING	Linguistics
LWST	Legal Studies

M

Code	Name
MAIR	Military Aerospace Science
MARM	Military Science
MATH	Mathematics & Statistics
MBIO	Molecular Biology
MBIOPHARM	Molecular Biology & Pharmacology
MEC	Managerial Economics
MEDH	Medical Humanities
MEDICINE	Internal Medicine
MEDINTER	Medicine Interdisciplinary
MEDPHASE1	Medicine Phase 1
MEDPHASE2	Medicine Phase 2
MEDPHASE3	Medicine Phase 3
MEDPHYS	Medical Physics
MEDRSRCH	Medicine Research
MEMS	Mechanical Engineering & Materials Science
MGS	Medicine Graduate Studies
MGT	Management
MKT	Marketing
MSB	Biostatistics & Genetic Epidemiology
MUSIC	Music

N

Code	Name
NEUROL	Neurology
NEUROSCI	Neuroscience
NEUROSUR	Neurological Surgery
NRSSI	Nursing Science



O

Code	Name
OB	Organizational Behavior
OBGYN	Obstetrics & Gynecology
OPHTH	Ophthalmology & Visual Sciences
ORTHO	Orthopedic Surgery
OSP	Overseas Programs
OT	Occupational Therapy
OTO	Otolaryngology

P

Code	Name
PACS	Audiology & Communication Sciences
PATH	Pathology
PBPMSTUDY	Biological & Physical Sciences for PBPM
PE	Physical Education
PEDS	Pediatrics
PHCC	Public Health Concentration Courses
PHDC	Public Health Doctoral
PHEL	Public Health Electives
PHFN	Public Health Foundation
PHIL	Philosophy
PHPC	Public Health Practicum
PHRS	Public Health Research
PHS	Population Health Sciences
PHSL	Public Health Skill Lab
PHTPS	Public Health Transdisciplinary Problem Solving
PHYSICS	Physics
PHYTHER	Physical Therapy Program - Grad
PNP	Philosophy-Neuroscience-Psychology
POLSCI	Political Science
PORTUG	Portuguese
PRJM	Project Management
PSY	Psychiatry
PSYCH	Psychological & Brain Sciences
PUBLTHSOC	Public Health & Society

R

Code	Name
RADIOL	Radiology
RADONC	Radiation Oncology
RELPOL	Religion & Politics
REPRSCI	Reproductive Science
RESEARCH	Research
REST	Religious Studies
RUSS	Russian

S

Code	Name
SCOT	Supply Chain, Operations, & Technology
SDS	Statistics & Data Science
SLU	Saint Louis University
SOC	Sociology
SPAN	Spanish
SPCN	Social Policy Concentration
SPFN	Social Policy Foundation
SPGN	Social Policy General
SPHR	Speech & Hearing
SURGERY	Surgery
SWCP	Social Work Concentration Practicum
SWDT	Social Work Doctoral
SWEL	Social Work Electives
SWEV	Social Work Evaluation
SWFN	Social Work Foundation
SWHS	Social Work History & Professional Theme
SWLM	Social Work Leadership & Management
SWPM	Social Work Practice Methods
SWSL	Social Work Skill Lab
SWSP	Social Policy
SWTH	Social Work Theory

T

Code	Name
TIPM	Industrial Management

U

Code	Name
UMSL	University of Missouri-St. Louis
URBDES	Urban Design
URST	Urban Studies

W

Code	Name
WGSS	Women, Gender, & Sexuality Studies
WRITING	Writing

Catalog Editions

The courses and policies listed in this *Bulletin* are subject to change at any time through normal approval channels within Washington University. New courses, changes to existing coursework, and new policies are initiated by the appropriate institutional departments, committees, or administrators. Academic policy revisions are generally implemented in the next academic year following notification thereof. Washington University publishes a new edition of the *Bulletin* each July, and its contents apply to the subsequent fall, spring, and summer terms. Occasionally a policy or requirement must be changed and implemented during the same academic year (e.g., in the case of relevant external requirements, such as state regulations). All changes must be approved by college or school personnel who oversee academic curriculum and policies.

Washington University students are expected to meet degree requirements published in the *Bulletin* and in place during their year of matriculation. Undergraduates who initially enroll in a summer term to pursue a special program follow requirements for the subsequent fall term. Students will need to check their school's processes to potentially change applicable catalog years or alter their degree requirements.

Students should review specific Washington University and individual school policies related to transfer credit, changing programs, leaves of absence, and military service.

Prior Bulletins

To find program details, course descriptions, and relevant policies, choose the year of enrollment below to find the available *Bulletins*.

If the required year is not shown or the school's *Bulletin* is not available, please email the Office of the University Registrar (registrar@wustl.edu) with specifics of what information is needed.

2025-2026

- Graduate Architecture & Urban Design Bulletin (HTML) (PDF)
- Graduate Art Bulletin (HTML) (PDF)
- Graduate Arts & Sciences Bulletin (HTML) (PDF)
- Graduate Business Bulletin (HTML) (PDF)
- Graduate Engineering Bulletin (HTML) (PDF)
- Law Bulletin (HTML) (PDF)
- Medicine Bulletin (HTML) (PDF)
- Public Health Bulletin (HTML) (PDF)

- Social Work & Social Policy Bulletin (HTML) (PDF)
- Undergraduate Bulletin (HTML) (PDF)
- School of Continuing & Professional Studies Bulletin (HTML: Undergraduate, Graduate) (PDF)

2024-2025

- Graduate Architecture & Urban Design Bulletin (HTML) (PDF)
- Graduate Art Bulletin (HTML) (PDF)
- Graduate Arts & Sciences Bulletin (HTML) (PDF)
- Graduate Business Bulletin (HTML) (PDF)
- Graduate Engineering Bulletin (HTML) (PDF)
- Law Bulletin (HTML) (PDF)
- Medicine Bulletin (HTML) (PDF)
- Social Work & Public Health Bulletin (HTML) (PDF)
- Undergraduate Bulletin (HTML) (PDF)
- School of Continuing & Professional Studies Bulletin (HTML: Undergraduate, Graduate) (PDF)

2023-2024

- Graduate Architecture & Urban Design Bulletin (HTML) (PDF)
- Graduate Art Bulletin (HTML) (PDF)
- Graduate Arts & Sciences Bulletin (HTML) (PDF)
- Graduate Business Bulletin (HTML) (PDF)
- Graduate Engineering Bulletin (HTML) (PDF)
- Law Bulletin (HTML) (PDF)
- Medicine Bulletin (HTML) (PDF)
- Social Work & Public Health Bulletin (HTML) (PDF)
- Undergraduate Bulletin (HTML) (PDF)
- School of Continuing & Professional Studies Bulletin (HTML: Undergraduate, Graduate) (PDF)

2022-2023

- Graduate Architecture & Urban Design Bulletin (HTML) (PDF)
- Graduate Art Bulletin (HTML) (PDF)
- Graduate Arts & Sciences Bulletin (HTML) (PDF)
- Graduate Business Bulletin (HTML) (PDF)
- Graduate Engineering Bulletin (HTML) (PDF)
- Law Bulletin (HTML) (PDF)
- Medicine Bulletin (HTML) (PDF)
- Social Work & Public Health Bulletin (HTML) (PDF)
- Undergraduate Bulletin (HTML) (PDF)
- University College Bulletin (HTML: Undergraduate, Graduate) (PDF)

2021-2022

- Graduate Architecture & Urban Design Bulletin (HTML) (PDF)
- Graduate Art Bulletin (HTML) (PDF)
- Graduate Arts & Sciences Bulletin (HTML) (PDF)
- Graduate Business Bulletin (HTML) (PDF)
- Graduate Engineering Bulletin (HTML) (PDF)
- Law Bulletin (HTML) (PDF)
- Medicine Bulletin (HTML) (PDF)
- Social Work & Public Health Bulletin (HTML) (PDF)
- Undergraduate Bulletin (HTML) (PDF)
- University College Bulletin (HTML: Undergraduate, Graduate) (PDF)

2020-2021

- Graduate Architecture & Urban Design Bulletin (HTML) (PDF)
- Graduate Art Bulletin (HTML) (PDF)
- Graduate Arts & Sciences Bulletin (HTML) (PDF)
- Graduate Business Bulletin (HTML) (PDF)
- Graduate Engineering Bulletin (HTML) (PDF)
- Law Bulletin (HTML) (PDF)
- Medicine Bulletin (HTML) (PDF)
- Social Work & Public Health Bulletin (HTML) (PDF)
- Undergraduate Bulletin (HTML) (PDF)
- University College Bulletin (HTML: Undergraduate, Graduate) (PDF)

2019-2020

- Graduate Architecture & Urban Design Bulletin (HTML) (PDF)
- Graduate Art Bulletin (HTML) (PDF)
- Graduate Arts & Sciences Bulletin (HTML) (PDF)
- Graduate Business Bulletin (HTML) (PDF)
- Graduate Engineering Bulletin (HTML) (PDF)
- Law Bulletin (HTML) (PDF)
- Medicine Bulletin (HTML) (PDF)
- Social Work & Public Health Bulletin (HTML) (PDF)
- Undergraduate Bulletin (HTML) (PDF)
- University College Bulletin (HTML: Undergraduate, Graduate) (PDF)

2018-2019

- Graduate Architecture & Urban Design Bulletin (HTML) (PDF)
- Graduate Art Bulletin (HTML) (PDF)
- Graduate Arts & Sciences Bulletin (HTML) (PDF)
- Graduate Engineering Bulletin (HTML) (PDF)

- Law Bulletin (HTML) (PDF)
- Medicine Bulletin (HTML) (PDF)
- Social Work & Public Health Bulletin (HTML) (PDF)
- Undergraduate Bulletin (HTML) (PDF)
- University College Bulletin (HTML: Undergraduate, Graduate) (PDF)

2017-2018

- Graduate Architecture & Urban Design Bulletin (HTML) (PDF)
- Graduate Art Bulletin (HTML) (PDF)
- Graduate Arts & Sciences Bulletin (HTML) (PDF)
- Graduate Engineering Bulletin (HTML) (PDF)
- Law Bulletin (HTML) (PDF)
- Medicine Bulletin (HTML) (PDF)
- Social Work & Public Health Bulletin (HTML) (PDF)
- Undergraduate Bulletin (HTML) (PDF)
- University College Bulletin (HTML: Undergraduate, Graduate) (PDF)

2016-2017

- Graduate Architecture & Urban Design Bulletin (HTML) (PDF)
- Graduate Art Bulletin (HTML) (PDF)
- Graduate Arts & Sciences Bulletin (HTML) (PDF)
- Graduate Engineering Bulletin (HTML) (PDF)
- Medicine Bulletin (PDF)
- Undergraduate Bulletin (HTML) (PDF)
- University College Bulletin (HTML: Undergraduate, Graduate) (PDF)

2015-2016

- Graduate Arts & Sciences Bulletin (HTML) (PDF)
- Medicine Bulletin (PDF)
- Undergraduate Bulletin (HTML) (PDF)

2014-2016

- University College Bulletin (undergraduate & graduate) (PDF)

2014-2015

- Medicine Bulletin (PDF)
- Undergraduate Bulletin (HTML) (PDF)

2013-2014

- Medicine Bulletin (PDF)
- Undergraduate Bulletin (HTML) (PDF)

2012-2015

- Graduate Arts & Sciences Bulletin (PDF)

2012-2014

- University College Bulletin (undergraduate & graduate) (PDF)

2012-2013

- Medicine Bulletin (PDF)
- Undergraduate Bulletin (HTML) (PDF)

2011-2012

- Medicine Bulletin (PDF)
- Undergraduate Bulletin (HTML) (PDF)

2010-2011

- Medicine Bulletin (PDF)
- Undergraduate Bulletin (PDF)

2009-2012

- Graduate Arts & Sciences Bulletin (PDF)

2009-2010

- Medicine Bulletin (PDF)

2008-2010

- Undergraduate Bulletin (PDF)

2008-2009

- Medicine Bulletin (PDF)

2006-2009

- Graduate Arts & Sciences Bulletin (PDF)
and accompanying 2008 Update (PDF)

2006-2008

- Undergraduate Bulletin (PDF)

About Washington University in St. Louis

Who We Are Today

Washington University in St. Louis — a medium-sized, independent university — is dedicated to challenging its faculty and students alike to seek new knowledge and greater understanding of an ever-changing, multicultural world. The university is counted among the world's leaders in teaching and research, and it draws students from all 50 states, the District of Columbia, Guam, Puerto Rico, and the Virgin Islands. Students and faculty come from more than 100 countries around the world.

The university offers more than 250 programs and 5,500 courses leading to associate, bachelor's, master's, and doctoral degrees in a broad spectrum of traditional and interdisciplinary fields, with additional opportunities for minor concentrations and individualized programs. For more information about the university, please visit the About WashU page of our website.

Enrollment by School

For enrollment information, please visit the University Facts page of our website.

Our Mission Statement

The mission of Washington University in St. Louis is to act in service of truth through the formation of leaders, the discovery of knowledge, and the treatment of patients for the betterment of our region, our nation, and our world.

At WashU, we generate, disseminate, and apply knowledge. We foster freedom of inquiry and expression of ideas in our research, teaching, and learning.

We aim to create an environment that encourages and supports wide-ranging exploration at the frontier of discovery by embracing diverse perspectives from individuals of all identities and backgrounds. We promote higher education and rigorous research as a fundamental component of an open, vibrant society. We strive to enhance the lives and livelihoods not only of our students, patients, and employees but also of the people of the greater St. Louis community and beyond. We do so by addressing scientific, social, economic, medical, and other challenges in the local, national, and international realms.

Our goals are:

- to foster excellence and creativity in our teaching, research, scholarship, patient care, and service
- to welcome students, faculty, and staff from all backgrounds to create an inclusive, equitable community that is nurturing and intellectually rigorous

- to cultivate in students habits of lifelong learning and critical and ethical thinking, thereby enabling them to be productive members and leaders of a global society
- to contribute positively to our home community of St. Louis, and to effect meaningful, constructive change in our world

To this end we intend:

- to hold ourselves to the highest standards of excellence
- to educate aspiring leaders of great ability from diverse backgrounds
- to encourage faculty and students to be innovative, bold, independent, critical thinkers
- to build an inclusive, equitable, respectful, ethically-principled environment for living, teaching, learning, and working for the present and future generations
- to focus on meaningful and measurable outcomes for all of our endeavors

Mission statement endorsed by the Faculty Senate Council in April 2021 and approved by the Board of Trustees on October 1, 2021.

Trustees & Administration

Board of Trustees

Washington University's Board of Trustees is the chief governing body of Washington University in St. Louis. Current members of the board include the following:

Andrew Bursky
Chair

Andrew E. Newman
Vice Chair

Penny Pennington
Vice Chair

Nick Barto (*Ex Officio*)

Chris Boerner

Blackford F. Brauer

Corinna Cotsen

Lori Coulter

Arnold W. Donald

Jeffrey L. Fox

Gaurav Garg

Avram A. Glazer

John Hamilton

Stacey Hightower

Thomas Hillman

Carrie A. Johnson

Lal Karsanbhai

David W. Kemper

Jerald Kent

Alaina Maciá

Andrew D. Martin (*Ex Officio*)

Vicki Match Suna

Susan B. McCollum

Alicia S. McDonnell

James M. McKelvey, Jr.

Steven "Cash" Nickerson

Michael W. Riney

Anthony W. Ryan

Craig D. Schnuck

Nicholas Somers

Mary Danforth Stillman

Kurt A. Summers

Barbara Schaps Thomas

Lawrence E. Thomas

David A. Ulevitch

Eric B. Upin

Henry D. Warshaw

Joseph F. Wayland

Dean Yamamoto

Nicholas S. Zeppos

Please visit the Board of Trustees website for more information.

University Administration

In 1871, Washington University co-founder and then-Chancellor William Greenleaf Eliot sought a gift from Hudson E. Bridge, a charter member of the university's Board of Directors, to endow the chancellorship. Soon after this endowment was received, the position was renamed the "Hudson E. Bridge Chancellorship."

The officers of the university administration are currently led by Chancellor Andrew D. Martin. University leadership is detailed on the Washington University website.

Andrew D. Martin

Chancellor

Mark D. West

Provost

Academic Calendar

The academic calendar of Washington University in St. Louis is designed to provide an optimal amount of classroom instruction and examination within a manageable time frame, facilitating our educational mission to promote learning among both students and faculty. The dates listed here are the outline of the standard semester calendar, applicable to traditional undergraduate and many graduate programs. Certain schools or programs may have varying calendars due to the nature of particular fields of study. Please refer to the Academic Calendar page of the Office of the University Registrar's website for more information.

Fall Semester 2026

Date	Day	Description
August 24	Monday	First day of classes
September 7	Monday	Labor Day holiday (no classes)
October 3-6	Saturday-Tuesday	Fall Break (no classes)
November 25- November 29	Wednesday-Sunday	Thanksgiving Break (no classes)
December 7	Monday	Last day of classes
December 8-9	Tuesday-Wednesday	Reading days
December 10-16	Thursday-Wednesday	Final exams

Spring Semester 2027

Date	Day	Description
January 18	Monday	Martin Luther King, Jr. holiday (no classes)
January 19	Tuesday	First day of classes
March 14-21	Sunday-Sunday	Spring Break (no classes)
May 3	Monday	Last day of classes
May 4-5	Tuesday-Wednesday	Reading days
May 6-12	Thursday-Wednesday	Final exams

Commencement

Date	Day	Description
May 21	Friday	Class of 2027 Commencement

Summer Semester 2027

Date	Day	Description
May 24	Monday	First Summer Session begins
May 31	Monday	Memorial Day holiday (no classes)
July 5	Monday	Independence Day holiday observed (no classes)
August 19	Thursday	Last Summer Session ends

Religious Holiday Class Absence Policy

As home to students, faculty, and staff of all the world's major religions and as a non-sectarian institution, Washington University in St. Louis values the rich diversity of spiritual expression and practice found on campus. It is therefore the policy of the university that students who miss class, assignments, or exams to observe a religious holiday should be accommodated as follows:

1. Absences should be counted as excused in any course in which attendance is a measure of academic performance;
2. Reasonable extensions of time should be given, without academic penalty, for missed assignments; and
3. Exams should be reasonably rescheduled without academic penalty.

To ensure that accommodations may be made, students who plan to miss class for a religious holiday must inform their instructors in writing *before the end of the third week of class* or as soon as possible if the holiday occurs during the first three weeks of the semester. Instructors should inform students on their syllabus and/or at the start of the class how they would like students to notify them of any accommodation needs related to religious observance.

Absence for religious reasons does not lessen students' responsibility for coursework or material covered during their absence. It is incumbent on the student who misses a class to catch up on any material discussed and assignments given during that class period. If a student believes that they have not received a reasonable accommodation despite engaging with their instructor on the topic, they should follow the course grievance process outlined by their school.

The Office for Religious, Spiritual & Ethical Life provides a list of Religious & Spiritual Holidays that fall within the academic year. This list is not a designation of religious holidays recognized by the university, and it is not meant to be comprehensive; it is simply a guide to help students and instructors plan their courses and assignments.

For Faculty

Every effort should be made to avoid scheduling exams on religious holidays, particularly those with work restrictions as noted on the holiday calendar.

Faculty should be supported in establishing a teaching schedule that allows them to avoid conflict with their observance of religious holidays. Where this is not possible, faculty should make up any missed class(es) in the method most appropriate to student learning in their course (e.g., rescheduling for an alternate time, providing asynchronous material, engaging a guest lecturer). Appropriate advance notice should be provided to students.

Any instructor with concerns regarding either a given holiday or the academic implications of a particular student's religious observance of holidays may seek guidance from the chair of their department, the dean of their school, or the Director for Religious, Spiritual & Ethical Life.

Campus Resources

Student Support Services

The Learning Center

The Learning Center, located on the lower level of the Mallinckrodt Center and housed within the Center for Teaching and Learning, is the hub of academic support at Washington University in St. Louis. The Learning Center's programs are designed to support students in their course work by helping them develop the lifelong skill of "learning how to learn" and by stimulating their independent thinking. All services are free (with the exception of MCAT prep), and each year more than 1,800 students participate in one or more of our programs.

The Learning Center offers support for foundational courses through Peer-Led Team Learning and our drop-in mentoring programs (Residential Peer Mentoring and Drop-In Academic Mentoring). Individual peer-led coaching is available for academic skills such as time management, study strategies, note-taking, accessing resources, and managing test anxiety. Other services offered include small group mentoring for eligible students and an MCAT preparation program.

For more information, visit the Learning Center website or call 314-935-2066.

Disability Resources

Disability Resources supports students with disabilities by fostering and facilitating an equal access environment for the Washington University community of learners. Disability Resources partners with faculty and staff to facilitate academic and housing accommodations for students with disabilities on the Danforth Campus. Students enrolled in the School of Medicine should contact their program's director. Please visit the Disability Resources website or call 314-935-5970 for more information.

TRIO: Student Support Services

TRIO is a federally funded program that provides customized services for undergraduate students who are low income, who are the first in their family to go to college, and/or who have a documented disability. Services include academic coaching, academic peer mentoring, cultural and leadership programs, summer internship assistance and post-graduation advising. First-year and transfer students are

considered for selection during the summer before they enter their first semester. Eligible students are encouraged to apply when they are notified, because space in this program is limited. For more information, visit the TRIO Program website.

Medical Student Support Services

For information about Medical Student Support Services, please visit the School of Medicine website.

Office for International Students and Scholars

The Office for International Students and Scholars (OISS) is dedicated to fostering an inclusive environment that celebrates our international students' and scholars' diverse experiences, cultures, and aspirations. OISS plays a pivotal role in cultivating a vibrant, intercultural atmosphere on our campus, extending support to international students, scholars, faculty, and staff through immigration sponsorship. OISS commits to ensuring a seamless integration process for those who are admitted, appointed, or employed by Washington University. Grounded in the belief that education can shape global perspectives, the OISS mission is to empower the Washington University international community with the knowledge and resources needed to navigate U.S. immigration compliance while guiding them with care and compassion at every step.

OISS has locations on both the Danforth Campus and the Medical Campus. For information about OISS locations, office hours, staff, and services, visit the Office for International Students and Scholars website, email oiss@wustl.edu, or call 314-935-5910.

Office of Military and Veteran Services

This office serves as the university's focal point for military and veteran matters, including transitioning military-connected students into higher education, providing and connecting students with programs and services, and partnering across campus and in the community. Services include advising current and prospective students on how to navigate the university and maximize Department of Defense and Veterans Affairs (VA) educational benefits, transition support, Veteran Ally training for faculty and staff, veteran-unique programming, and connecting students to campus and community resources. Military-connected students include veterans, military service members, spouses, dependent children, caregivers, survivors and Reserve Officer Training Corp cadets. There are two university policies that apply to students who still serve in the Armed Forces and students who use VA educational benefits:

- The Policy on Military Absences, Refunds and Readmissions applies to students serving in the U.S. Armed Forces and their family members when military service forces them to be absent or withdraw from a course of study.

- The Policy on Protections for VA Educational Benefit Users applies to students using VA education benefits when payments to the institution and the individual are delayed through no fault of the student.

The Office of Military and Veteran Services is located in Umrath Hall on the Danforth Campus. Please visit the Military and Veteran Services website or send an email to veterans@wustl.edu for more information.

Relationship and Sexual Violence Prevention (RSVP) Center

The RSVP Center offers free and confidential services including 24/7 crisis intervention, counseling services, resources, support and prevention education for all students on the Danforth Campus. The RSVP Center operates from a public health model and uses trauma-informed practices to address the prevalent issues of relationship and sexual violence. By providing support for affected students, it is our goal to foster post-traumatic growth and resilience and to help ensure academic retention and success. Our prevention efforts call for community engagement to engender an intolerance of violence and an active stance toward challenging cultural injustices that perpetuate such issues. Learn more at the RSVP Center website.

WashU Cares

WashU Cares assists the university with handling situations involving the safety and well-being of Danforth Campus students. WashU Cares is committed to fostering student success and campus safety through a proactive, collaborative and systematic approach to the identification of, intervention with and support of students of concern while empowering all university community members to create a culture of caring. If there is a concern about the physical or mental well-being of a student, please visit the WashU Cares website to file a report.

The Writing Center & Speaking Studio

The Writing Center & Speaking Studio — a free service — offers writing and public speaking support to all Washington University undergraduate and graduate students. Tutors will read and discuss any kind of work in progress, including student papers, senior theses, application materials, dissertations and oral presentations. The Writing Center staff is trained to work with students at any stage of the writing process, including brainstorming, developing and clarifying an argument, organizing evidence, and improving style. Rather than editing or proofreading, tutors will emphasize the process of revision and teach students how to edit their own work.

The Writing Center is located in Mallinckrodt Center on the lower level. Appointments are preferred and can be made online, but walk-ins will be accepted if tutors are available. Dedicated Undergraduate Walk-in Hours are held in the second half of each semester (after fall break and spring break) on Tuesday and Wednesday afternoons. Questions? Email writing@wustl.edu.

Student Health and Well-Being Services, Danforth Campus

The Student Health Center – Danforth Campus provides medical, psychiatric, and health promotion services for undergraduate and graduate students on the Danforth Campus. Please visit the Student Health Center – Danforth Campus website for more information about Health Center services and staff members.

Hours:

Monday, Tuesday, Thursday, and Friday: 8 a.m. - 5 p.m.

Wednesday: 10 a.m. - 5 p.m.

Saturday, Sunday, and university holidays: Closed

For after-hours care, students should access TimelyCare.

Medical Services

Medical Services staff members provide care for the evaluation and treatment of an illness or injury, preventive health care and health education, immunizations, nutrition counseling, sports medicine, travel medicine, and sexual health services. Student Psychiatry Services staff provide ongoing medication management for students to address their mental health concerns. Student Health Center providers are participating members of the Washington University in St. Louis Physician's Network. Any condition requiring specialized medical services will be referred to an appropriate specialist. The Health Center accepts health insurance plans that have met waiver criteria for the Student Health Insurance Plan and will be able to bill the plan according to plan benefits. The Student Health Insurance Plan requires a referral for medical care any time care is not provided at Student Health (except in an emergency). Call 314-935-6666 or visit the Student Health Center – Danforth Campus website to schedule an appointment.

Appointments are also available for the assessment and referral of students struggling with substance use.

The Student Health Center lab provides full laboratory services. Some tests can be performed in house. The remainder of all testing that is ordered by Student Health is completed by LabCorp. LabCorp serves as Student Health's reference lab, and it is a preferred provider on the student health insurance plan. This lab can perform any test ordered by Student Health Center providers or outside providers.

All incoming students must provide proof of immunization for measles, mumps, and rubella (i.e., two vaccinations after the age of one year old; a titer may be provided in lieu of the immunizations). Proof of receiving a meningococcal vaccine on or after the age of 16 is

required for all incoming undergraduate students. A TB test in the past six months is required for students entering the university who screen positive on the TB questionnaire found on the student portal. It is also recommended that before beginning their studies at WashU, all students will have received the tetanus diphtheria pertussis immunization, the hepatitis A vaccine series, the hepatitis B vaccine series, the HPV vaccine series, the meningitis B vaccine, and the varicella vaccine. Failure to complete the required forms will delay a student's registration and prevent their entrance into housing assignments. Please visit the Student Health Center website for complete information about immunization requirements and deadlines.

Health Promotion Services

Health Promotion Services staff and Peer Health Educators provide free programs and risk reduction information related to mental health, sexual health, alcohol/other drugs, and community care. For more information, visit the Zenker Wellness Suite in Sumers Recreation Center, consult the Health and Wellbeing Digital Library, follow us on Instagram (@washu_healthpromotion), and/or email wellness@wustl.edu. In 2018, this department launched the WashU Recovery Community to provide an opportunity for students in recovery from substance use to connect with other students with similar experiences.

Center for Counseling and Psychological Services (CCPS)

Hours:

Monday, Tuesday, Thursday, and Friday: 8 a.m. - 5 p.m.

Wednesday: 10 a.m. - 5 p.m.

Saturday, Sunday, and university holidays: Closed

For after-hours mental health support, students should access the TimelyCare app and request a "Talk Now" visit.

Located in the Student Health Center-Danforth Campus, CCPS is staffed by licensed professional staff members who work with students to resolve personal and interpersonal difficulties. These may include conflicts with or worry about friends or family, concerns about eating or drinking patterns, and feelings of anxiety and depression. Services include individual, group, and couples counseling; crisis counseling; and referral for off-campus counseling when students' needs can be better met outside of CCPS. All full-time students who pay the university health and wellness fee as part of their tuition are eligible for services. Visit the CCPS website or call 314-935-6695 to schedule an appointment during business hours. For additional information, visit the CCPS website or send an email to ccpscoordinator@wustl.edu.

Important Information About Health Insurance and Fees for Danforth Campus Students

All full-time, degree-seeking WashU students are automatically enrolled in the Student Health Insurance Plan upon completion of registration. Students may opt out of this coverage and receive a refund of the health insurance fee if they provide proof of existing comprehensive insurance coverage that meets all university requirements. Information concerning opting out of the student health insurance plan can be found online after June 1 of each year. All students must request to opt out by September 5 of *every year* in which they wish to be removed from the Student Health Insurance Plan. The Student Health Center provides billing services to many of the major insurance companies in the United States. Specific fees and copays apply to students using Medical Services and Student Psychiatric Services; these fees are billable to the students' insurance plans. More information is available on the Student Health Center – Danforth Campus website.

In addition, WashU has a health and wellness fee designed to improve the health and well-being of the campus community. It is assessed by the university, and it is entirely separate from health insurance. This fee helps support membership to the Summers Recreation Center, health education/prevention efforts, the Center for Counseling and Psychological Services, and TimelyCare.

Student Health Services, Medical Campus

For information about student health services on the Medical Campus, please visit the Student & Occupational Health Services page of the School of Medicine website.

Campus Security

The Washington University campus is among the most attractive in the nation, and it enjoys a safe and relaxed atmosphere. Personal safety and the security of personal property while on campus is a shared responsibility. Washington University has made safety and security a priority through our commitment to a full-time professional police department, the use of closed-circuit television, card access, extensive lighting initiatives based on Crime Prevention Through Environmental Design (CPTED) practices, shuttle services, emergency telephones, and ongoing educational safety awareness programs. The vast majority of crimes that occur on college campuses are crimes of opportunity, which can be prevented.

The best protection against crime is an informed and alert campus community. Washington University has developed several programs to help make everyone's experiences here safe and secure. An extensive network of emergency telephones — including more than 200 "blue light" telephones — is connected directly to the University Police

Department and can alert the police to a person's exact location. In addition to the regular shuttle service, an evening student walking/mobile escort service known as "Bear Patrol" and a mobile Campus Circulator shuttle are available on the Danforth Campus.

The Campus2Home shuttle will provide a safe ride home for those living in four designated areas off campus — Skinker-DeBaliviere, Loop South, north of the Loop, and just south of the campus — within these boundaries:

- North – Olive Blvd
- South – Clayton Road
- East – Union Blvd
- West – Hanley Road

Shuttles will run from 7:00 p.m. to 4:00 a.m. seven days a week during academic sessions. Rides should be requested via the TripShot app. Pickup locations to choose from are the Mallinckrodt Center, the Summers Welcome Center, and the Knight Center. The shuttle takes passengers directly to the front doors of their buildings. Shuttle drivers will then wait and watch to make sure passengers get into their buildings safely.

The University Police Department is a full-service organization staffed by certified police officers who patrol the campus 24 hours a day throughout the entire year. The department offers a variety of crime prevention programs, including a high-security bicycle lock program, computer security tags, personal safety classes, and security surveys. Community members are encouraged to download and install the WashU Safe personal safety app on their phones; this app allows users to call for help during emergencies, to use Friend Walk to track their walks on and off campus, and to access many additional safety features. For more information about these programs, visit the Washington University Police Department website.

WashU PD also has comfort dogs — Bear, Brookie, Misty, and Archie — on campus to support our students, faculty, and staff. In addition, there is a decompression/comfort room inside the police station at 6615 Shepley Drive on the South 40. This room offers a supportive, stress-free, and welcoming environment designed to promote wellness and connection with the officers and the comfort dogs. Students are welcome to walk in at any time, or they can schedule a visit by emailing wupddogs@wustl.edu to secure a dedicated time with the dogs.

In compliance with the Campus Crime Awareness and Security Act of 1990, Washington University publishes an annual report entitled *Safety & Security: Guide for Students, Faculty, and Staff — Annual Campus Security and Fire Safety Reports and Drug & Alcohol Abuse Prevention Program*. This report is available to all current and prospective students on the Danforth Campus and to university employees on the Danforth, North and West campuses. To request a hard copy, contact the Washington University Police Department, 6615 Shepley Drive, Clayton, MO 63105, 314-935-5555.

For information regarding protective services at the School of Medicine, please visit the Campus Safety page of the Washington University Operations & Facilities Management Department.

Student Complaints

WashU provides students with different processes to handle complaints depending on the nature of the complaint. The Student Feedback & Complaint Form provides information on the different avenues available, as well as a web-form for submitting complaints. Complaints submitted through the form are reviewed by the Office of the Vice Chancellor for Student Affairs and forwarded to the University office or department that would be responsible for addressing the complaint. Complaints may be made anonymously, but students have the option of providing contact information to receive a response regarding steps taken to resolve the complaint. The University's Whistleblower Protection Policy applies to students making good-faith complaints regarding violations of policy or unethical acts.

If a student has a complaint related to distance education, as a participant in the National Council for State Authorization Reciprocity Agreements (NC-SARA), WashU follows the SARA policy that provides for the resolution of complaints resulting from distance education courses, activities, and operations delivered by WashU to students who participate in such courses outside of the state of Missouri (including the District of Columbia, Puerto Rico, and the US Virgin Islands, but excepting California, which is not a member of NC-SARA). Under NC-SARA Policy Section 4.5 (Process for Resolving Complaints), students are asked to seek resolution of complaints first through WashU, as described above. If the complaint is not resolved, distance education students should contact the Missouri State Portal Entity:

Joshua Fischer, Program Specialist
Email: joshuafischer@dhewd.mo.gov
Phone: 573-751-2361
Missouri Department of Higher Education and Workforce Development
PO Box 1469
Jefferson City, MO 65102-1469

Students who participate in distance education courses and who reside in California may contact the Bureau for Private Postsecondary Education.

University Policies

Washington University has various policies and procedures that govern our faculty, staff and students. Highlighted below are several key policies of the university. Web links to key policies and procedures are available on the Office of the University Registrar website and on the University Policies page. Please note that the policies identified on these websites and in this *Bulletin* do not represent an entire repository of university policies, as schools, offices, and departments may implement policies that are not listed. In addition, policies may be amended throughout the year.

Application to Graduate

Students are required to apply for program completion in Workday, by the deadline relevant to the semester in which they intend to graduate, in order to be eligible for degree conferral. Additional information is available from the Office of the University Registrar.

Compliance with Section 103 of the Veterans Benefits and Transition Act of 2018

It is WashU's policy to not impose penalties on individuals using Veteran Education Benefits, including the assessment of late fees, the denial of access to classes, libraries or other institutional facilities, or the requirement to borrow additional funds to cover the student's inability to meet his or her financial obligations to the institution due to the delayed disbursement of a payment by the VA. This applies to individuals who submit their Certificate of Eligibility for entitlement to educational assistance to their VA School Certifying Official (SCO).

1. Students should submit a Certificate of Eligibility not later than the first day of a course for which the student wishes to use the entitlement for educational assistance. The SCO will advise the student to provide additional Documentation and information necessary for the proper certification of enrollment.
2. If a student does not receive their Certificate of Eligibility from the VA by the start of the academic term, the student should notify their SCO of their intent to use Veteran Education Benefits and should submit additional Documentation and forms as requested.
3. In cases where a student is unable to meet a financial obligation to the university because the amount of a disbursement from the VA is less than anticipated, the university will require additional payment from the student and will provide the student with a timeline for payment before assessing late fees. Students should contact their SCO for assistance.
4. Students may request certification for previous academic terms if they were eligible for benefits at the time for which they want to be certified. In cases where Veteran Education Benefits are used to certify previous academic terms, students are responsible for any late fees incurred prior to the date of the certification request. This excludes Yellow Ribbon benefits, which are not retroactive for previous fiscal years.

Courses and Credit

Academic Calendar

Washington University in St. Louis primarily follows a standard semester-based academic calendar: a fall and spring semester, each spanning 16 calendar weeks, including sessions of half-semester lengths and intersessions beginning before the term start date, and

a summer term of 13 weeks, including sessions of half-term length, an intersession beginning before the term start date, and 3-, 5- and 8-week lengths. The Doctor of Medicine program follows a yearlong calendar supporting modular curriculum delivery.

Credit Measure

Credit hours for undergraduate and graduate programs are awarded as “units” based on the University Statement on Credit, which is in alignment with the Federal definition found in 34 CFR 600.2.

Email Communication

Email is the mechanism for official communication with students at Washington University. Students are expected to read email communications from the university in a timely fashion.

All students will be individually assigned a University email address, which will be maintained in the University email directory. Official University communications will be sent to the student's University email address in order to ensure such communications reach the intended recipient.

With the exception of School of Medicine students, a student may have email forwarded from their assigned University email address to another email address of the student's choice. School of Medicine students are prohibited from forwarding their University-assigned email address to an email address external to the University other than @bjc.org and @va.gov email domains. Students who choose to have email forwarded to another email address do so at their own risk. The University is not responsible for email forwarded to any other email address. A student's failure to read official University communications sent to the student's University email address does not absolve the student of responsibility for awareness of and compliance with the content of the official communication. Faculty and administrators should use a student's University email address when communicating via email with the student. This policy will ensure that all students will be able to comply with course and other requirements communicated to them by email from course instructors and administrators.

Graduate Student Academic Integrity

Authority of Schools Over Graduate and Graduate Professional Students

1. Each school at the university may establish an academic integrity officer and/or a panel to hear and decide cases of alleged academic or professional misconduct by its graduate or graduate professional students. Schools that so choose are required to create procedures to govern the process of investigating and adjudicating the complaints filed.

- a. The school dean, or a designee, determines the composition of such a panel and the scope of the panel's authority, which will not exceed the parameters set out immediately below.
 - b. The panel has authority to impose or recommend appropriate sanctions to the school dean, including suspension or expulsion, if academic or professional misconduct is determined.
 - c. Appeals of decisions made by an academic and professional integrity panel of a school may be made to the school dean, whose decision is final. This includes decisions of a school's academic and professional integrity panel, where the panel is vested with such authority, and the panel's decision is to impose the sanctions of suspension or expulsion. Schools are permitted, but not required, to establish an intermediate level of appeal that must be completed before a final appeal to the dean.
 - d. Except for cases falling within the immediately preceding sub-bullet, any appeal from a decision of a dean of a school to suspend or expel a student will be made in accordance with the provisions of Section VI of the Code.
2. If a school does not establish an academic integrity officer or panel or if an established officer or panel fails to function, complaints of academic or professional misconduct against graduate or graduate professional students may be heard by Academic Integrity in the Office of the Provost, the Academic Integrity Board, or the Student Conduct Board.

Source: Washington University Student Conduct Code IVA.6

International Travel

WashU is concerned with the health, safety, and security of all members of our community while they are traveling outside of the United States of America.

The WashU International Travel Policy has been adopted to ensure a consistent set of travel standards to be followed by all units of the university. The policy applies to all international travel that is sponsored by, that is funded in any part by, or that involves registered academic experiences at Washington University in St. Louis.

The full text of the International Travel Policy is available on the WashU Global website.

Involuntary Leave

Policy Statement

The primary goals of this Involuntary Leave Policy (“policy”) are to protect the well-being and safety of Washington University students and the university community and to preserve the integrity of the university's academic, residential and administrative functions.

An involuntary leave under this policy will not be invoked unless the student's behavior is of such a serious nature that the continued presence of the student at the university is judged to threaten the safety, well-being or health of that student and/or others in the WashU community, or the ability of that student or others to engage in customary functions and activities at the university.

Examples of circumstances where this policy may be invoked include: suicidal threats; self-starvation or purging behavior; substance abuse or addiction; threats of harm to self or others; or disturbing, disruptive or destructive behavior.

This policy is not intended to replace disciplinary actions taken in response to violations of other university policies, including the university Student Conduct Code (SCC). A student who commits a violation of any university policy before taking voluntary leave or being placed on involuntary leave may be required to defend such charges before being considered for re-admission. Temporary suspension may also be issued in accordance with the SCC and this policy.

Policy Procedures

The vice chancellor for student affairs, the dean of any school or the designees of any of the aforementioned (referred to herein as "administrator") may be alerted to a student's concerning behavior from a variety of sources on campus including the student's advisor, a college dean, residential life staff, student affairs staff, health care providers or other faculty members. If the administrator deems it appropriate, the following procedures may be initiated.

1. **Notification:** Whenever possible, the administrator will notify the student that involuntary leave is under consideration and attempt to meet with the student to discuss his or her behavior. The administrator will provide the student with a copy of this policy. During the meeting, the administrator may choose to encourage the student to take a voluntary leave of absence, thereby eliminating the need to complete the procedures for involuntary leave. If the administrator believes that the student's well-being may be in imminent danger, he or she may proceed with a case conference without notifying and/or meeting with the student.
2. **Assembly of Case Conference Committee:** If the student is unable or chooses not to meet with the administrator, or if the student chooses not to take a voluntary leave of absence and the administrator still believes that involuntary leave may be appropriate, the administrator will convene a Case Conference Committee ("committee") of appropriate individuals or their designates to conduct a case conference regarding the need for an involuntary leave of absence. The committee may include the following:
 - The dean of the student's college or school
 - The assistant/associate vice chancellors for student affairs
 - Student conduct administrator
 - Director of the Student Health Center, Danforth Campus
 - Director of Counseling and Psychological Services
 - Assistant director of sorority and fraternity life
 - Executive director of Campus Life

- Chief of police
- Residential Life staff
- Director of the Office of International Students & Scholars
- Office of the General Counsel
- The student's advisor(s) or academic dean
- Professors, instructors, or staff who have observed the student's behavior of concern

3. **Committee Consideration:** The administrator should convene a Case Conference as soon as possible. During this conference, the committee should address whether and to what extent the student engages in, or is judged to be likely to engage in, behavior described in this policy. Where deemed necessary by the committee to facilitate a more informed recommendation, the committee may consult with other university administrators, faculty or staff familiar with the student. The committee may seek additional information from the student or enlist the assistance of other university faculty or staff members familiar with the student to consult with the student on behalf of the committee. If contacted, the student may refuse to provide information, but such refusal shall not limit the right of the committee to make a recommendation under this policy, nor limit the right of the university to mandate an involuntary leave.
4. **Committee Recommendation:** Following the Case Conference and the review of relevant information, the committee will make a written recommendation to the administrator. In lieu of recommending involuntary leave, the committee may make recommendations as to other conditions and/or requirements under which the student may remain at the university.
5. **Decision:** After review of the committee's recommendation, the administrator will decide whether to mandate an involuntary leave of absence, to mandate other requirements if the student remains at the university, or to permit the student to remain at the university with no additional requirements. The administrator will give the student written notice of this decision. This notice will provide (1) a brief summary of the reasons for decision, (2) the duration of the leave or a description of the requirements for the student to remain on campus, and (3) the steps that the student must take to request readmission if involuntary leave is invoked. The administrator may notify a parent or guardian, in accordance with the Family Educational Rights & Privacy Act ("FERPA"). Pursuant to FERPA, the administrator may also notify a spouse or partner upon obtaining the student's consent. Where an involuntary leave is mandated, the student must leave campus within the time frame established in the notice. In that event, the student's parent(s), guardian(s) or other persons may be asked to make arrangements for the safe removal of the student from the university community.

Option of Voluntary Leave

At any time prior to the administrator's decision, the student may choose to take voluntary leave. The university expects students to notify family members when they voluntarily withdraw from the university. However, when permitted by FERPA, the university retains the discretion to notify parents, guardians, spouses or partners if the student chooses to leave.

Records and Tuition

Leave may affect academic grades, credits and access to university housing or other facilities. Tuition, financial aid, and housing costs will be refunded in accordance with university policy. Regardless of whether leave is voluntary or involuntary, the student's status at the university will be updated in student systems to reflect a leave of absence, which includes a notation on the transcript indicating: "Leave of Absence" and the start date. When involuntary leave is not mandated, but a student is required to fulfill certain requirements to remain on campus, the student's in-progress status is unchanged and no notation will be made on the transcript.

Safety and Security

In cases involving serious and imminent threat to the safety, well being or health of the student or other members of the campus community, or to the ability of others in the university community to conduct their customary university functions and activities, the administrator may take immediate action to remove the student from the university community. In such event, the administrator may immediately notify the student's parent, guardian, spouse, partner, or other relevant individuals in accordance with FERPA. The parent, guardian or other person may be asked to make arrangements for the safe removal of the student from the university community pending a decision on involuntary leave.

Request for Re-Enrollment

When a student is placed on involuntary leave or accepts voluntary leave, a letter from the administrator to the student will outline the conditions for re-enrollment. Conditions for re-enrollment are at the discretion of the administrator. If the leave was for health or medical reasons, the administrator will work with the director of health services or his/her designate to formulate appropriate conditions of return, which may include requirements and/or guidance regarding treatment. A copy of this letter will be forwarded to the academic dean of the student's college or school and, where health-related, to the director of the Student Health Center.

When a student's voluntary or involuntary leave is not health-related, the procedures to request re-enrollment will be outlined in the administrator's letter.

The following process will guide re-enrollment for all students taking involuntary or voluntary leave of absence for a health-related reason:

1. The student must contact in writing both the academic dean and the director of the Student Health Center to request re-enrollment between June 1 and July 1 for the upcoming fall semester or November 1 and December 1 for the spring semester.
2. The student's health status must be reviewed by the director of the Student Health Center or his/her designate. As part of the review, the student may be asked to present written evidence that the student has been evaluated and completed follow-up measures recommended by the student's treating health care professional. This evidence may include a recitation of the health care professional's credentials, a description of their contact with the student, the evaluation method, the diagnosis, the recommended follow-up measures and the student's efforts to complete them. The student's efforts to complete those follow-up measures will be evaluated to determine whether the student used the time away from the university to address the issues that led to the separation and to acquire skills to facilitate a successful return to the university.
3. A recommendation regarding medical eligibility for re-enrollment will be made by the director of the Student Health Center or his/her designate and forwarded to the student's academic dean and the administrator. The academic dean, in consultation with the administrator, will determine academic eligibility for re-enrollment and will communicate in writing the final decision and any conditions to the student.

Appeal of Administrator Decisions

A student may submit, within 24 hours of receiving the written decision from the administrator, a written appeal to the provost who will review the written record only. A decision to affirm or reverse the administrator's decision will be rendered within 48 hours. The decision of the administrator will be affirmed if supported by substantial information appearing in the record of the case. The decision of the provost is final.

Confidentiality

The university will strive to protect, to the greatest extent possible, the confidentiality of students involved in matters of voluntary or involuntary leave. Because the university has an obligation to preserve the security of its community, the university cannot guarantee complete confidentiality where it would conflict with the university's obligation to investigate meaningfully matters which may threaten a student's health or safety or the safety and security of the university community. When some disclosure of the university's information or sources is necessary, that disclosure will be limited to the extent possible. Medical records of a student will be protected in accordance with the WashU Student Health Center Notice of Privacy Practices. The university will, to the extent permitted by law, keep confidential all records of committee reviews. The records maintained by the Case Conference Committee will be available only to the administrator.

and other university officials in accordance with FERPA. All records will be destroyed after a period of ten (10) years from the date of final decision on involuntary leave or the student's decision to take voluntary leave.

Nondiscrimination Statement

Washington University encourages and gives full consideration to all applicants for admission, financial aid, and employment. The university does not discriminate in access to, treatment during, or employment in its programs and activities on the basis of race, color, national origin (including shared ancestry or ethnic characteristics), citizenship (where prohibited by federal law), age, religion, sex, sexual orientation, gender identity or expression, veteran status, disability, or genetic information.

Policy on Discrimination and Harassment

Washington University is committed to having a positive learning and working environment for its students, faculty, and staff. University policy prohibits discrimination on the basis of race, color, age, religion, sex, sexual orientation, gender identity or expression, national origin (including shared ancestry or ethnic characteristics), citizenship (where prohibited by federal law), veteran status, disability, or genetic information. Harassment based on any of these classifications is a form of discrimination; it violates university policy and will not be tolerated. In some circumstances, such discriminatory harassment may also violate federal, state, or local law. A copy of the Discrimination and Harassment Policy is available on the Human Resources website.

Conduct Prohibited by Title VI

Title VI of the Civil Rights Act of 1964 prohibits discrimination based on race, color, or national origin in programs that receive federal financial assistance. Discrimination on the basis of race, color, or national origin includes discrimination or harassment based on a person's actual or perceived 1) shared ancestry or ethnic characteristics; or 2) citizenship or residency in a country with a dominant religion or distinct religious identity (such as individuals who are Hindu, Jewish, Muslim, Buddhist, or Sikh). Such conduct is prohibited by the Discrimination and Harassment Policy.

Sexual Harassment

Sexual harassment is a form of discrimination that violates university policy and will not be tolerated. It is also illegal under state and federal law. Title IX of the Education Amendments of 1972 prohibits discrimination based on sex (including sexual harassment and sexual violence) in the university's educational programs and activities. Title IX also prohibits retaliation for asserting claims of sex discrimination. The university has designated the Title IX Coordinator identified below to coordinate its compliance with and response to inquiries concerning Title IX.

For more information or to report a violation under the Policy on Discrimination and Harassment, please contact the following individuals:

Discrimination and Harassment Response Coordinators

Apryle Gladney, Vice Chancellor and Chief Human Resources Officer

Phone: 314-935-1252

apryle.gladney@wustl.edu

Gillian Lawson, Director of Investigations, Office of Institutional Equity

Phone: 314-935-1139

oie-investigations@wustl.edu; gillian.boscan@wustl.edu

Office: The Link in the Loop

Address: 621 N. Skinker Blvd., Suite 300, St. Louis, MO 63130

WashU University Reporting Hotline

Title IX Coordinator

Jessica Kennedy, Director & Title IX Coordinator, Office of the Provost

Phone: 314-935-3118

jwkennedy@wustl.edu

Office: Umrath Hall, Room 001

Address: One Brookings Drive, MSC 1175-0153-0B, St. Louis, MO 63130

Inquiries or complaints regarding civil rights may also be submitted to the United States Department of Education's Office of Civil Rights at 400 Maryland Avenue, SW, Washington, DC 20202-1100; by visiting the U.S. Department of Education website; or by calling 800-421-3481.

Student Academic Records and Transcripts

Under the Family Educational Rights and Privacy Act of 1974 (FERPA) — Title 20 of the United States Code, Section 1232g, as amended — current and former students of the university have certain rights with regard to their educational records. Washington University's FERPA policy is available via the Office of the University Registrar's website.

All current and former students may request official Washington University transcripts of their academic records from the Office of the University Registrar. Current students may print unofficial transcripts for their personal use from Workday. Instructions and additional information are available on the Office of the University Registrar's website.

Washington University does not release nor certify copies of transcripts or other academic documents received from other schools or institutions. This includes test score reports and transcripts submitted to Washington University for purposes of admission or evaluation of transfer credit.

Academic records may not be altered after degree conferral, at which time records are considered closed or sealed.

Student Conduct

The Washington University in St. Louis Student Conduct Code (“the Code”) sets forth community standards and expectations for university students. These community standards and expectations are intended to foster an environment conducive to working, learning, and inquiry. Each student is held to the expectations outlined in the Code.

Freedom of thought and expression as well as respect for different points of view are essential to the university’s academic mission. Nothing in the Code should be construed to limit the lawful, free, and open exchange of ideas and viewpoints, even if that exchange proves to be offensive, distasteful, or disturbing to some. However, such speech must conform to university policies.

The Code also describes general procedures that may be used to ensure that these standards and expectations are upheld by all students. The university is committed to ensuring that students adhere to university policies, take responsibility for their actions, and recognize how their choices may affect others.

Complaints against students that include allegations of sex-based discrimination — including sexual harassment, sexual assault, dating violence, domestic violence and stalking — in violation of the Student Conduct Code are governed by the procedures found on the Gender Equity and Title IX Compliance Office website. These procedures are also available in hard copy from the Title IX Coordinator or the director of the Office of Student Conduct and Community Standards.

Students may be accountable to both governmental authorities and to the university for acts that constitute violations of law and the Student Conduct Code.

For a complete copy of the Student Conduct Code, visit the Student Affairs website.

For more information, visit the Student Conduct and Community Standards website.

Student Financial Responsibility

Communication

Washington University in St. Louis uses University-assigned email accounts and University-supported systems for communication with students and authorized users. Washington University will also contact students via personal email addresses, cellular phone numbers, or wireless devices from time to time regarding the Student Account or other general information. Students are responsible for reading University communications in a timely manner.

Promise to Pay

When students register for any course at or receive any service from Washington University in St. Louis, they accept full responsibility to pay all tuition, fees, and other associated charges assessed as a result of registration and/or receipt of services such as housing, dining, and other University-provided items that exceed financial support provided by the University, the University payment plan, and/or third parties by the scheduled due dates shown on the WebSTAC student account. Failure to attend class or receive a bill does not absolve students of financial responsibility as described above.

Failure to Pay

University policies regarding Student Accounts (including payment options, late fees, holds, and refunds) are published on the University’s Financial Services website. If a student fails to pay the Student Account balance by the scheduled due dates, the University will place a financial hold preventing the student from registering for future courses and could assess a late fee on the past due portion until the past due amount is paid in full. Failure to pay will result in a Delinquent Student Receivable Account. Delinquent Student Accounts will be referred to University’s Collection Services department. Collection Services may report the Delinquent Student Account to one or more national credit bureaus, refer the Delinquent Student Account to a third-party collection agency, and pursue all legal and equitable remedies to collect the monies owed to the University.

Student Health

Drug and Alcohol Policy

Washington University is committed to maintaining a safe and healthy environment for members of the university community by promoting a drug-free environment as well as one free of the abuse of alcohol. Violations of the Washington University Drug and Alcohol Policy will be handled according to existing policies and procedures concerning the conduct of faculty, staff, and students. This policy is adopted in accordance with the Drug-Free Workplace Act and the Drug-Free Schools and Communities Act.

Tobacco-Free Policy

Washington University is committed to providing a healthy, comfortable and productive work and learning environment for all students, faculty, and staff. Research shows that tobacco use in general, including smoking and breathing secondhand smoke, constitutes a significant health hazard. The university strictly prohibits all smoking and other uses of tobacco products within all university buildings and on university property, at all times. A copy of our complete Tobacco-Free and Smoke-Free Policy is available on the Washington University Human Resources website.

Medical Information

Entering students in Danforth Campus programs must provide medical information to the Student Health Center – Danforth Campus. This will include the completion of a health history and a record of all current immunizations.

If students fail to comply with these requirements prior to registration, they must obtain the required vaccinations and tests at the Student Health Center – Danforth Campus or in the community. Students will be assessed the costs of the vaccinations and/or tests. Students will be unable to complete registration for classes until all health requirements have been satisfied.

Noncompliant students may be barred from classes and from all university facilities, including housing units, if in the judgment of the university their continued presence would pose a health risk to themselves or to the university community.

Medical and immunization information is to be given via the student health portal on the Student Health Center – Danforth Campus website. All students who have completed the registration process should access the student health portal on the website. Students should fill out the form and follow the instructions for transmitting it to the Student Health Center – Danforth Campus. Student information is treated securely and confidentially.

Entering students in Medical Campus programs must follow the requirements as outlined on the WashU Medicine Student Health Services website.

Student Status: Expulsion and Dismissal

The terms *expulsion* and *dismissal* are used to indicate distinct types of involuntary separation of a student from the university or from their program of study.

- *Expulsion* refers to a permanent removal from the university. A student who is expelled is not eligible to return to a prior program of study nor to enter a new program of study.
- *Dismissal* refers to a permanent separation from a specific program of study or school. A student may apply to begin a different program of study and may or may not be admitted according to the standards and practices of that program or school.

Time Away and Reinstatement

Degree-seeking students may be eligible to request a leave of absence for health or other personal reasons (e.g., family, military service, professional obligations, religious mission). The mechanism and process are described on the Office of the University Registrar's website. Such leaves may exceed no more than two years from the effective date of the leave; individual programs' policies may limit

students to shorter leaves. Students must verify their school and program policies and any other relevant requirements related to immigration or financial aid/support policies. Students who have not requested and received approval for reinstatement after two years will have their records withdrawn.

Required enrollment reporting to the federal government will reflect a leave of absence for 180 days after it is enacted; any longer duration of institutional leave is recorded in their systems as a withdrawal.

Students on approved leave of absence will retain access to their Washington University email addresses, and to Workday to review their records. Access to other University privileges such as recreation facilities and libraries as well as participation in activities are paused during a leave of absence.

Students are expected to request reinstatement to in-progress status to resume studies via the process outlined on the Office of the University Registrar's website. Depending on the nature of their leave, additional steps or documentation may be required and must be provided to appropriately consider the request. Students whose records have been withdrawn as a result of two years of inactivity may be allowed, depending on program-specific policies regarding the maximum time allowed to complete the program of study, to request to re-enter their programs. In these cases, additional items may be required of the student depending on the circumstances, the length of time away, and whether their program of study has undergone curricular revisions since their enrollment.

Undergraduate Student Academic Integrity

Effective learning, teaching, and research all depend upon the ability of members of the academic community to trust one another and to trust the integrity of work that is submitted for academic credit or conducted in the wider arena of scholarly research.

Such an atmosphere of mutual trust fosters the free exchange of ideas and enables all members of the community to achieve their highest potential.

In all academic work, the ideas and contributions of others must be appropriately acknowledged, and the work of a student that is presented as original must be, in fact, original. Faculty, students, and administrative staff all share the responsibility of ensuring the honesty and fairness of the intellectual environment at Washington University in St. Louis.

Scope and Purpose

This statement on academic integrity applies to all undergraduate students at Washington University. Graduate students may be governed by policies in each graduate school or division. To the extent a graduate school or program has not adopted its own academic integrity policy, the provisions of this policy will apply. All students are expected to adhere to the highest standards of behavior.

The purpose of the statement is twofold:



1. To clarify the university's expectations with regard to undergraduate students' academic behavior; and
2. To provide specific examples of academic misconduct (the examples are only illustrative, *not* exhaustive).

This policy and statement were endorsed by the Faculty Senate Council. Any changes to the policy are to be reviewed by the Faculty Senate Council, as described in the Faculty Senate Council bylaws.

Violations of This Policy Include but Are Not Limited to the Following:

1. Plagiarism

Plagiarism consists of taking someone else's ideas, words or other types of work product, and presenting them as one's own. To avoid plagiarism, students are expected to be attentive to proper methods of documentation and acknowledgement. To avoid even the suspicion of plagiarism, a student must always:

- Enclose every quotation in quotation marks and acknowledge its source.
- Cite the source of every summary, paraphrase, abstraction or adaptation of material originally prepared by another person and any factual data that is not considered common knowledge. Include the name of author, title of work, publication information and page reference.
- Acknowledge material obtained from lectures, interviews or other oral communication by citing the source (name of the speaker, the occasion, the place and the date).
- Cite material from the internet or material generated by an artificial intelligence as if it were from a traditionally published source. Follow the citation style or requirements of the instructor for whom the work is produced.

2. Cheating on an Examination

A student must not receive or provide any unauthorized assistance on an examination. During an examination, a student may use only materials authorized by the faculty.

3. Copying or Collaborating on Assignments Without Permission

When a student submits work with their name on it, this is a written statement that credit for the work belongs to that student alone. If the work was a product of collaboration, each student is expected to clearly acknowledge in writing all persons or artificial intelligences who contributed to its completion.

Unless the instructor explicitly states otherwise, it is dishonest to collaborate with others when completing any assignment or test, performing laboratory experiments, writing and/or documenting computer programs, writing papers or reports, and completing problem sets.

If the instructor allows group work in some circumstances but not others, it is the student's responsibility to understand the degree of acceptable collaboration for each assignment and to ask for clarification if necessary.

To avoid cheating or unauthorized collaboration, a student should never:

- Use, copy, or paraphrase the results of another person's work or material generated by an artificial intelligence and represent that work as their own, regardless of the circumstances.
- Refer to, study from, or copy archival files (e.g., old tests, homework, solutions manuals, or backfiles) that were not approved by the instructor.
- Copy another's work or to permit another student to copy their work.
- Submit work as a collaborative effort if they did not contribute a fair share of the effort.

4. Fabrication or Falsification of Data or Records

It is dishonest to fabricate or falsify data in laboratory experiments, research papers, reports or in any other circumstances; to fabricate source material in a bibliography or "works cited" list; or to provide false information on a résumé or other document in connection with academic efforts. It is also dishonest to take data developed by someone else and present them as one's own.

Examples of falsification include:

- Altering information on any exam, problem set, or class assignment being submitted for a re-grade.
- Altering, omitting, or inventing laboratory data to submit as one's own findings. This includes copying laboratory data from another student to present as one's own; modifying data in a write-up; and providing data to another student to submit as their own.

5. Other Forms of Deceit, Dishonesty, or Inappropriate Conduct

Under no circumstances is it acceptable for a student to:

- Submit the same work, or essentially the same work, for more than one course without explicitly obtaining permission from all instructors. A student must disclose when a paper or project builds on work completed earlier in their academic career.
- Request an academic benefit based on false information or deception. This includes requesting an extension of time, a better grade or a recommendation from an instructor.
- Make any changes (including adding material or erasing material) on any test paper, problem set or class assignment being submitted for a re-grade.
- Willfully damage the efforts or work of other students.
- Steal, deface, or damage academic facilities or materials.
- Collaborate with other students planning or engaging in any form of academic misconduct.

- Submit any academic work under someone else's name other than their own. This includes but is not limited to sitting for another person's exam; both parties will be held responsible.
- Violate any rules or conditions of test-taking or other course assessment (e.g., bringing materials or devices into an exam room when disallowed).
- Engage in any other form of academic misconduct not covered here.

This list is not intended to be exhaustive. To seek clarification, students should ask the professor or teaching assistant for guidance.

Reporting Misconduct

Faculty Responsibility

Faculty and instructors are strongly encouraged to report incidents of student academic misconduct to the academic integrity coordinators in the Office of the Provost in a timely manner (normally within five business days of discovery) so that the incident may be handled fairly and consistently across schools and departments. Teaching assistants and assistants in instruction are expected to report instances of student misconduct to their supervising instructors. Faculty members are expected to respond to student concerns about academic integrity violations in their courses.

Student Responsibility

If a student observes others violating this policy, they are strongly encouraged to report the misconduct to the instructor, to seek advice from the academic integrity coordinator in the Office of the Provost, or to address the student(s) directly.

Exam Proctor Responsibility

Exam proctors are expected to report incidents of suspected student misconduct to the course instructor and/or the Disability Resources staff, if applicable.

Procedure

Jurisdiction

This policy covers all undergraduate students, regardless of their college of enrollment, as well as graduate and professional students whose schools and programs do not have a separate policy and procedure. Cases will be heard by a panel drawn from an Academic Integrity Board made up of faculty and students representing the undergraduate schools and participating graduate programs.

Student Rights and Responsibilities in a Hearing

A student accused of an academic integrity violation, whether by a professor, teaching/graduate assistant, academic integrity coordinator or student is entitled to:

- A presumption of non-responsibility unless and until a panel determines that, based upon the evidence, it is more likely than not that the student engaged in a violation of academic integrity under this policy.
- Request a mediation/facilitation session prior to a hearing.
- Review the written evidence in support of the charge.
- Ask relevant questions.
- Offer an explanation as to what occurred.
- Present relevant material that would cast doubt on the correctness of the charge.
- Determination of the validity of the charge by an unbiased and objective panel and generally without reference to any past record of misconduct.

When responding to a charge of an academic integrity violation, a student may:

- Deny the charges and request a hearing in front of an Academic Integrity Board panel.
- Admit the charges and request a hearing to determine recommended sanction(s).
- Admit the charges and accept the imposition of sanctions by the academic integrity coordinator without a committee hearing.
- Request a leave of absence from the university. The academic integrity matter must be resolved prior to re-enrollment. A notation will be placed on the student's transcript indicating there is an unresolved academic integrity matter pending.
- Request to withdraw permanently from the university with a transcript notation that there is an unresolved academic integrity matter pending.

A student has the following responsibilities in resolving the charge of academic misconduct:

- Admit or deny the charge. This will determine the course of action to be pursued.
- Provide truthful information regarding the charges. It is a student code violation to provide false information to the university or anyone acting on its behalf.

Sanctions

If Found *Not* in Violation of the Academic Integrity Policy

If the charges of academic misconduct are not proven, no record of the allegation will appear on the student's transcript.

If Found in Violation of the Academic Integrity Policy

If, after a hearing, a student is found responsible for violation of the academic integrity policy or if a student has admitted to the charges prior to a hearing, the academic integrity coordinator may impose sanctions, including but not limited to the following:

- Issue a formal written reprimand.
- Impose educational sanctions, such as completing a workshop on plagiarism or academic ethics.
- Recommend to the instructor that the student fail the assignment. (A grade is ultimately the prerogative of the instructor.)
- Recommend to the instructor that the student fail the course.
- Recommend to the instructor that the student receive a course grade penalty less severe than failure of the course.
- Place the student on disciplinary probation for a specified period of time or until defined conditions are met. The probation will be noted on the student's transcript and internal record while it is in force.
- Impose suspension or expulsion.

Additional educational sanctions may be imposed. This list is not intended to be exhaustive.

A hearing panel may also elect to refer their recommended sanctions to the SCB Chairperson for determination if, for example, the recommendation departs from their standard recommendations.

Withdrawing from the course will not prevent the academic integrity coordinator or hearing panel from adjudicating the case, imposing sanctions, or recommending grade penalties, including a failing grade in the course.

A copy of the sanction letter will be placed in the student's academic file and may be reported in accordance with the Policy on Reporting of Student Conduct Violations.

Appeals

If a student believes the panel did not conduct a fair hearing or if a student believes the sanction imposed is excessive (i.e., suspension or expulsion), they may seek an appeal within 14 days of the original decision. For cases in which the decision resulted in suspension or expulsion, the appellate officer will be the Vice Provost of Educational Initiatives or the Vice Provost for Graduate Education. For all other cases, the appellate officer will be the Chair of the Student Conduct Board. Appeals are governed by Section VI of the university Student Conduct Code.

Administrative Record-Keeping Responsibilities

It is the responsibility of the academic integrity coordinators to keep accurate, confidential records concerning academic integrity violations. When a student has been found responsible for an academic integrity violation, a letter summarizing the allegation, the outcome, and the sanction will be placed in the student's official conduct file and may be reported out in accordance with the Policy on Reporting of Student Conduct Violations.

In addition, a report of the outcome of every formal accusation of student academic misconduct will be shared with the director of university student conduct programs, who shall maintain a record of each incident.

Multiple Offenses

When a student is formally accused of academic misconduct and a hearing is to be held, the academic integrity coordinator shall query the Office of Student Conduct and Community Standards (OSCCS) about the student(s) accused of misconduct. OSCCS shall provide any information in the OSCCS records concerning prior code violations of that student to the integrity coordinator. Such information will be used in determining sanctions if the student is found responsible for an academic integrity violation in the present case. Evidence of past misconduct generally may not be used to resolve the issue of whether a student has committed a violation in a subsequent case unless the hearing chair deems it relevant.

Reports to Faculty and Student Body

Periodic (at least annual) reports will be made to the students and faculty of their school concerning accusations of academic misconduct and the outcomes, without disclosing specific information that would allow identification of the student(s) involved.

*Endorsed by the Faculty Senate Council on March 16, 2010
Effective July 1, 2010
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Updated April 18, 2024*

University Affiliations

The accrediting organizations and memberships of the different areas of Washington University are listed below.

Additional information about professional and specialized accreditation can be found on the Office of the Provost website.

Washington University in St. Louis

Accreditation

- Higher Learning Commission

Memberships

- American Academy of Arts & Sciences
- American Association of Colleges & Universities
- American Council of Learned Societies
- American Council on Education
- Association of American Universities
- Hispanic Association of Colleges and Universities
- Independent Colleges and Universities of Missouri
- National Association of Independent Colleges and Universities
- National Council for State Authorization Reciprocity Agreements
- Universities Research Association

College of Arts & Sciences

Memberships

- American Academy of Physician Associates
- American Camp Association
- Association for Pre-College Program Directors
- Association of University Summer Sessions
- Diversity Abroad
- Forum on Education Abroad
- Higher Education Protection Network
- International Center for Academic Integrity
- International Educational Exchange
- Midwest Association of Pre-Law Advisors
- National Academic Advising Association
- National Association of Advisors for the Health Professions
- National Association of Fellowships Advisors
- North American Association of Summer Sessions
- Professional and Organizational Development Network

Office of Graduate Studies, Arts & Sciences

Accreditation — Office of Graduate Studies

- American Psychological Association Commission on Accreditation
- Psychological Clinical Science Accreditation System

Memberships

- American Academy of Physician Associates
- Association of Graduate Schools
(Founding member)
- Council of Graduate Schools
(Founding member)
- Midwest Association of Pre-Law Advisors
- Pod Network
- Student Affairs Administrators in Higher Education
- The Council of Independent Colleges

Sam Fox School of Design & Visual Arts

Accreditation — College of Art

- National Association of Schools of Art & Design
(Founding member)

Accreditation — College of Architecture

- Master of Architecture: National Architectural Accrediting Board
- Master of Landscape Architecture: Landscape Architectural Accreditation Board

Membership — College of Architecture

- Association of Collegiate Schools of Architecture

Accreditation — Mildred Lane Kemper Art Museum

- American Alliance of Museums

Membership — Mildred Lane Kemper Art Museum

- Association of Academic Museums and Galleries
- Association of Art Museum Directors
- College Art Association

Olin Business School

Accreditation

- Association to Advance Collegiate Schools of Business International
(Charter member since 1921)

McKelvey School of Engineering

Accreditation

- In the McKelvey School of Engineering, many of the undergraduate degree programs are accredited by the Engineering Accreditation Commission of ABET.

Membership

- American Society for Engineering Education

School of Law

Accreditation

- American Bar Association

Memberships

- American Association of Law Libraries
- American Society of Comparative Law
- American Society of International Law
- Association of Academic Support Educators
- Association of American Law Schools
- Central States Law Schools Association
- Clinical Legal Education Association
- Equal Justice Works
- Mid-America Association of Law Libraries
- Mid-America Law Library Consortium

- National Association for Law Placement
- National Association of Law Student Affairs Professionals
- Southeastern Association of Law Schools

School of Medicine

Accreditation

- American Speech-Language-Hearing Association, Council on Academic Accreditation in Audiology and Speech-Language Pathology (ASHA CAA)
- Association for Assessment and Accreditation of Laboratory Animal Care (AAALAC)
- Liaison Committee on Medical Education
- Council on Education of the Deaf (CED)
- Missouri Department of Elementary and Secondary Education (DESE)
- American Occupational Therapy Association, Accreditation Council for Occupational Therapy Education (ACOTE)
- American Physical Therapy Association, Commission on Accreditation in Physical Therapy Education (CAPTE)
- Accreditation Council for Genetic Counseling (ACGC)
- Accreditation Council for Continuing Medical Education (ACCME)
- Accreditation Council for Pharmacy Education (ACPE)
- American Nurses Credentialing Center (ANCC)
- Association of Regulatory Boards of Optometry's Council on Optometric Practitioner Education (ARBO/COPE)
- Joint Accreditation for Interprofessional Continuing Education
- Accreditation Council for Graduate Medical Education (ACGME)

Membership

- Association of American Medical Colleges

School of Public Health

Accreditation

- Council on Education for Public Health

Affiliation

- Association of Schools and Programs of Public Health

Brown School

Accreditation

- Council on Social Work Education



School of Continuing & Professional Studies

Memberships

- American Association of Collegiate Registrars and Admissions Officers
- Council for Adult and Experiential Learning
- International Center for Academic Integrity
- National Academic Advising Association
- National Association of Student Personnel Administrators
- University Professional and Continuing Education Association

Note: Business-related programs in the School of Continuing & Professional Studies are not accredited by the Association to Advance Collegiate Schools of Business International.

University Libraries

Membership

- Association of Research Libraries



Graduate Policies

Please expand the sections below for more information about WashU's graduate policies and guidelines.

Academic Load Status for Financial Aid, Immigration, and Enrollment Verification

Graduate (Fall, Spring)

Status	Enrolled Units of Credit
Full time	9+ units
Half time	4.5-8.99 units
Less than half time	Fewer than 4.5 units

Graduate (Summer)

Status	Enrolled Units of Credit
Full time	6+ units
Half time	3-5.99 units
Less than half time	Fewer than 3 units

Certain courses may, due to appropriate curriculum and monitoring circumstances, be encoded to carry a load value higher than the actual academic credit awarded. Examples include certain engineering co-op experiences, doctoral research study and select clinical or practicum courses.

Registration in Courses

Registration dates are published in advance on the Office of the University Registrar's website. Late registration after the term begins is permitted only until the "add/drop" deadline relevant to a student's program. Students will not earn credit for courses in which they are not duly registered. Students may not register in courses that have conflicting meeting times.

Students may drop a course by the published deadline found on the Office of the University Registrar's website; dropped courses do not appear on the permanent academic record, and no grade is recorded. Students may withdraw from a course after the drop deadline and until the published withdrawal deadline. A withdrawal will result in a W notation associated with the course on the permanent record, including the transcript. Students who wish to drop or withdraw from a course are expected to follow steps to do so by the appropriate deadline. Failure to drop a course or withdraw by the published deadline may result in a failure of the course, and the transcript will reflect the failing grade.

Transfer Credit

Transfer credit is recorded on a student's permanent record. Courses transferred from other institutions of higher education do not have grades or grade points awarded and therefore do not apply toward a student's GPA.

Institutionally, Washington University participates in the Inter-University Exchange Program. Courses taken at Saint Louis University and the University of Missouri–St. Louis, according to the parameters documented, are approved to transfer to Washington University. The School of Law has a specific agreement in place with Saint Louis University for JD students only and under certain circumstances. Other transfer credit policies vary by school and program. Details may be found in the relevant academic sections of this *Bulletin*.

Tuition and Cost of Attendance

The cost of a Washington University education varies by school and, in some cases, by program. Tuition rates and fees are available through the Office of Financial Planning and Budget and are typically listed in greater detail (including fees and financial support options and procedures) on school websites.

Withdrawals and Refunds

If a student withdraws from Washington University after classes have begun, they must promptly file a request to withdraw in order to have appropriate registration and refund policies apply. These timelines vary by school and, in some cases, by program. Students should refer to the appropriate sections of this *Bulletin* for details.

University PhD Policies & Requirements

Academic PhD Programs

The following university-wide policies and practices apply to all PhD students regardless of school affiliation. They are specific to PhD program administration and PhD student experience. Schools/divisions may set stricter standards for students within their ambit, but they may not set standards that fall below university-wide policies. This page *does not* include those policies and practices that apply to the student community as a whole (e.g., the University Student Conduct Code).

Academic and Professional Integrity for PhD Students

The Academic and Professional Integrity Policy for PhD Students (PDF) continues to apply to all PhD students on the Danforth and Medical campuses, including dual-degree students when one of the degree programs is a PhD program.

Involuntary Leave of Absence

The Involuntary Leave of Absence Policy that applies to undergraduates was adopted to apply to all PhD students in 2014.

PhD Student Support Policies and Resources

New Child Leave

Full-time PhD students may request a New Child Leave to assume care for a new child. They should maintain their full-time student status. Students on New Child Leave are not expected to participate in mentored teaching or research experience for up to 60 consecutive calendar days (8 weeks) and will receive their current stipend support during this 60-day period. Students may request additional time off via a leave of absence without receiving a stipend (for up to a full semester) if approved by the student's department/program.

New Child Leave does not affect the student's full-time status and will not appear on the student's official transcript. New Child Leave must be taken within the first year after the child's date of birth or adoption. Students should contact their department/program to request a New Child Leave. Students who receive support from external agencies should consult the policies and guidelines of the sponsor as well as their Vice Dean or designee before requesting a New Child Leave.

Child Daycare Subsidy

The Child Daycare Subsidy is sponsored by WashU, and its purpose is to help PhD students with children under their care (who meet the requisite eligibility criteria) to meet the costs of child daycare while they pursue their studies.

The amount of the Child Daycare Subsidy awarded to eligible applicants is based on their financial need, the number of children they have enrolled in child daycare facilities, their child daycare expenses, and available funding. Eligible PhD students can expect the following:

- For one child, the maximum award is \$3,550 per Fall/Spring semester.
- For two children, the maximum award is \$4,550 per Fall/Spring semester.
- For three or more children, the maximum award is \$5,550 per Fall/Spring semester.

The subsidy amount cannot exceed the cost of the daycare facility.

The application is available on the Office of the Provost website.

Financial Policies

PhD Student Minimum Financial Award

The education of PhD students represents a significant commitment on the part of both WashU and the students admitted/enrolled. WashU typically funds most full-time PhD students for a minimum of five years (with the exception of post-professional PhD programs in the School of Medicine). Funding typically consists of full tuition scholarship and financial support to defray living expenses. Financial support may also be referred to as stipends or fellowships. Such financial support may be sourced internally from university-wide fellowships such as the Olin Chancellor's Fellowship (OCF), the McDonnell International Scholars Academy (p. 215), or school/program/department funds or from external sources (e.g., external research contracts and grants, external fellowships such as NSF GRFP).

The minimum PhD financial support rate for the 2026-27 academic year is \$37,853 annually, dispersed on a monthly basis while the student is enrolled full time. The rate applies to all PhD programs with the exception of post-professional specialty programs in the School of Medicine. Departments, schools, cross-school interdisciplinary programs, and other fellowship programs may choose to offer a rate higher than the established minimum, but they must do so for all students in their cohort. The eligibility criteria for PhD students receiving such financial support are outlined in the PhD Student Funding section below.

Students admitted to a part-time PhD program or on a part-time basis are not eligible for this minimum financial award.

PhD Student Funding

Financial support at or above the university-wide PhD minimum stipend rate allows PhD students to focus on their programmatic requirements, enabling them to make expeditious progress toward degree completion. This section predominantly pertains to PhD students, but it may apply to other graduate and professional students receiving financial support from the university.

Eligibility and Status

Students receiving university financial support must do the following:

- Enroll and maintain full-time student status in a graduate or professional program during the academic year;
- Make satisfactory academic progress in accordance with their degree program requirements; and
- Report to their degree program and university fellowship program (if applicable) any additional financial award(s) they receive or employment they engage in as outlined in this policy.

Because graduate students sometimes receive funding from multiple sources, it is the responsibility of the student, the student's department/degree program, and the Principal Investigator (if applicable) to understand and abide by the terms and conditions of each funding source.

Funding From Multiple Sources

Eligible students are encouraged to seek additional fellowships from external agencies. In addition to the funding amount, which can be more generous than that of a university financial award, these external fellowships are prestigious; they provide valuable training, experiences, and resources, and they enhance future career opportunities. In addition, securing external funding to support training and research is often an important component of the professional development of graduate students.

PhD students receiving university financial support who also receive an external fellowship or stipendiary award *may not* combine or "stack" the external award with the university financial support.* Students receiving an external fellowship or stipendiary award have two options.

Option 1: Supplementation of an External Fellowship or Stipendiary Award

If the sum of all external fellowship or stipendiary awards is less than the university financial support, the university funds may supplement the total amount of external funding to bring the student up to their guaranteed university fellowship or to the minimum university financial support for PhD students.

Students who receive external fellowship or stipendiary awards providing annual stipends that total more than the university financial support will retain the full external award(s) and will receive no additional university financial support for the duration of the external award.

- *Example One:* A student has a university award of \$38,000. The student receives a \$34,000 external award; the university will supplement the external award by \$4,000 to bring the student up to their university award of \$38,000.
- *Example Two:* A student has a university award of \$38,000. The student receives an external foundation award of \$42,000. Since the external award is greater, no university funds will be distributed while the student is supported by the external award.

Option 2: Deferral of University Fellowship or Stipendiary Award

Students receiving an external fellowship or stipendiary award during years one through five of study may, with program approval, defer up to one year of the university fellowship or stipendiary award made at the time of admission, if permissible based upon the award criteria from the external funding agency.

The university fellowship program and/or the student's home department or program can assist students when considering the benefits of each option. For cases in which a student has access to multiple sources of funding, external funds must be used before university funds are applied. University, school, and degree program funds will be the last source of funds to be applied to a student's financial support.

Schools and departments/programs may choose to offer an additional financial incentive to students who are awarded competitive external funding. Any such incentives must be uniformly awarded to all qualifying students within a degree program. Incentive awards given by school or degree programs to students who win external awards do not count toward the total university financial support; these incentive awards are in addition to the fellowship or stipendiary award.

All financial support will be applied in accordance with the terms and conditions of each funding source. In consultation with the student, departments/programs should ensure financial support is dispersed in the correct amount and in accordance with applicable policy.

* Limited exceptions may occur for instances in which the external award is explicitly contingent on the continuation of the university stipendiary award. In such instances, the decision on stacking is at the discretion of the school dean or their designee for support provided by the school or by a cross-school interdisciplinary program and at the discretion of the fellowship administrator for university-wide fellowships (e.g., OCF, MISA).

PhD Student Employment

Full-Time Employment

University financial support that is provided at or above the university-wide PhD minimum stipend rate is intended to enable students to focus exclusively (i.e., full time) on their studies. Students who receive university financial support at or above the university-wide minimum PhD stipend rate are not permitted to hold full-time employment.

Students who perform full-time employment during the summer term will have their university fellowship or stipendiary award stopped for the duration of their full-time employment. Students are also subject to any school or program-based policies regarding employment, which may be more restrictive. Students should consult their school and degree program for approval.

Part-Time Employment

To ensure that students receiving university financial support can focus on their programmatic requirements and make expeditious progress toward degree completion, part-time employment should not exceed an average of 10 hours per week. This allowance may be restricted by schools/departments/programs to a smaller number of hours per week to conform with a student's funding source policies and with federal time and effort reporting guidelines (as applicable).

If a student and that student's advisor(s) believe that additional part-time employment will enhance the student's outcomes and is unlikely to hinder timely progress toward degree completion, the student may request approval for an exception through their school's graduate program office. Any such exceptions will be documented and kept on file in the school. For students supported on federal grants, it is the school's responsibility to ensure adherence to any constraints derived from time and effort reporting.

To reiterate, students are also subject to any school or department/program-based policies regarding employment, which may be more restrictive. Students should consult their school and degree program for approval prior to undertaking any part-time employment.

Implications for International Students

International students attending WashU on a visa must consult with the Office for International Students and Scholars (OISS) before accepting any external or internal employment, either full-time or part-time.

Tax Implications

Please visit WashU's Financial Services website for more information about the taxability of stipend payments. Students are encouraged to consult a personal tax advisor to ensure that they are adhering to federal and state laws and Internal Revenue Service (IRS) regulations.

PhD General Requirements and Policies

To earn a PhD at WashU, a student must complete all courses required by their department/program; maintain satisfactory academic progress; pass certain examinations; fulfill residence and mentored experience requirements; write, defend, and submit a dissertation; and file an Intent to Graduate in Workday Student. **Note:** Individual schools and departments/programs may have more restrictive policies than the university-wide policies stated herein.

Residence Requirement

Each full-time PhD student must spend at least one academic year enrolled full-time at Washington University in St. Louis. Any exceptions must be approved by the dean of the student's respective school and the Vice Provost for Graduate Education.

Students admitted to a part-time PhD program must be enrolled in at least 3 units for each Fall/Spring semester until the unit requirements for their program are satisfied

Time Limit for PhD Enrollment Eligibility

Full-time PhD students are eligible for enrollment at Washington University in St. Louis for a maximum of 14 Fall/Spring semesters (seven years). Enrollment includes traditional course registration and 0-unit courses that carry a full-time enrollment status. Semesters of approved leaves of absence do not count toward this time limit.

Students admitted to a part-time PhD program are eligible for enrollment at Washington University in St. Louis for 18 Fall/Spring semesters (nine years). Semesters of approved leaves of absence do not count toward this time limit.

Full-time PhD students and those admitted to part-time PhD programs may petition for an enrollment eligibility extension for a maximum of one academic year. Petitions must be directed to the student's dean or their designee. Supplemental petitions will not be permitted. In unusual circumstances, the dean or their designee may appeal to the Vice Provost for Graduate Education on behalf of a particular student.

Qualifying Examinations

Progress toward the PhD is contingent upon the student passing examinations that are variously called *preliminary*, *qualifying*, *general*, *comprehensive*, or *major field exams*. The qualifying examination process varies considerably according to the department/program, and the structure and schedule of the qualifying exam are set by the department/program in accordance with best practices within their field. The department/program is responsible for documenting the process properly and ensuring the process is clearly outlined to their students. Each PhD program is responsible for notifying the school registrar or the appropriate record custodian of the student's outcome, whether successful or unsuccessful.

Mentored Experience Requirement

As part of the university-wide degree requirements, PhD students and some master's students (i.e., MFA in Writing and MFA in Dance) at WashU must complete a department-/program-defined Mentored Experience Requirement (MER). The MER is an accomplishment that is noted on the student's academic record when complete. Each department/program established a Mentored Experience Implementation Plan (MEIP) in which required MER units and pathways for completion are defined and specified. The MEIP typically consists of Mentored Teaching Experiences (mentored activities designed to achieve competencies in teaching at basic and advanced levels) and/or Mentored Professional Experiences (mentored activities focused on the development of skills relevant to individual, intended career and professional outcomes). Students enroll in Mentored Teaching Experience courses and/or Mentored Professional Experience courses to signify progression toward completing the MER.

Dissertation

As evidence of the mastery of a specific field of knowledge and of the capacity for original scholarly work, each candidate must complete a dissertation. Each PhD candidate will form a Research Advisory Committee (RAC) approved by their department/program and by their school's graduate program oversight body. The RAC will approve the subject and approach of the dissertation, which will be evidenced by the student's completion of the Title, Scope and Procedure requirement.

The RAC should consist of at least three full-time Washington University in St. Louis faculty members who are authorized to supervise PhD students and who have appropriate expertise in the proposed field of study. One of these faculty members must be the student's primary research advisor/mentor. Additional members, including external members with active research programs at outside institutions, may serve on the RAC subject to approval by the school's graduate program oversight body.

- For cross-school/interdisciplinary PhD programs, the approvals referenced above should be obtained from the graduate program oversight body of the school of the primary research advisor/mentor.
- For a PhD program offered in partnership with an external academic institution, one full-time faculty member of the partner institution who is authorized to supervise PhD students and who has appropriate expertise in the proposed field of study may serve on the RAC as part of the three-member minimum requirement.

A Title, Scope and Procedure form for the dissertation must be signed by the RAC members and by the program chair. Full-time students must submit the Title, Scope and Procedure form to the school registrar or the appropriate record custodian at least six months before the degree is expected to be conferred or before the beginning of the fifth year of full-time enrollment, whichever is earlier. Students enrolled in a part-time PhD program must submit the Title, Scope

and Procedure form to the school registrar or the appropriate record custodian at least six months before the degree is expected to be conferred or before the beginning of the sixth year of enrollment, whichever is earlier.

A Doctoral Dissertation Guide and a template that provides instructions regarding the format of the dissertation are available through the website of the Office of the Provost; both of these should be read carefully at every stage of dissertation preparation.

Each student is required to make the full text of the dissertation available to the committee members for their review at least one week before the dissertation defense. Most degree programs require two or more weeks for the review period; students should check their department/program's policies.

Dissertation Defense

Approval of the written dissertation by the Research Advisory Committee (RAC) is strongly recommended before the student can orally defend the dissertation. The doctoral dissertation committee that examines the student during the defense consists of at least five members. Normally, the members of the RAC also serve on the Doctoral Dissertation Committee. The dissertation committee is then additionally augmented to ensure that the following criteria are met:

1. Three of the five members (or a similar proportion of a larger committee) must be full-time Washington University in St. Louis faculty members or, for programs offered by Washington University in St. Louis-affiliated partners, full-time members of a Washington University in St. Louis-affiliated partner institution who are authorized to supervise PhD students and who have appropriate expertise in the proposed field of study. One of these three members must be the PhD student's primary thesis advisor, and one may be a member of the emeritus faculty.
2. All other committee members must be active in research/scholarship and have appropriate expertise in the proposed field of study whether at Washington University in St. Louis, at another university, in government, or in industry.
3. At least one of the five members must bring expertise outside of the student's field of study to the committee, as judged by the relevant school's graduate program oversight body.

The approval processes outlined under RAC in the Doctoral Council bylaws also apply to the doctoral dissertation committee, including approval of each dissertation committee by the host school's graduate program oversight body/bodies.

The student is responsible for making the full text of the dissertation accessible to their committee members for their review in advance of the defense according to program rules. Washington University in St. Louis community members and guests of the student who are interested in the subject of the dissertation are normally welcome to attend all or part of the defense but may ask questions only at the discretion of the committee chair. Although there is some variation among degree programs, the defense ordinarily focuses on the dissertation itself and its relation to the student's field of expertise.

Attendance by a minimum of four members of the Doctoral Dissertation Committee, including the committee chair and an outside member, is required for the defense to take place. This provision is designed to permit the student's defense to proceed in case of a situation that unexpectedly prevents one of the five members from attending. Students should not plan in advance to only have four members in attendance; if one of those four cannot attend, the defense must be rescheduled. The absence of all outside members or of the committee chair would necessitate rescheduling the defense.

Students, with the support of their Doctoral Dissertation Committee chair, may opt to hold their dissertation defense in-person or by utilizing a virtual or hybrid format.

Dissenting Vote(s) at a Dissertation

Faculty members of the Doctoral Dissertation Committee normally will examine the PhD candidate and vote on whether to approve the dissertation. In the vast majority of cases, these votes are unanimously for approval. In the rare case that there are faculty concerns that cannot be resolved through subsequent revisions and which therefore result in dissenting (negative) vote(s), the committee chair will refer the case to the Vice Provost for Graduate Education for resolution.

In the case of a single dissenting vote, the committee chair and the dissenting voter will be asked to explain the reasons for the dissent in a letter to the Vice Provost for Graduate Education. After consulting with these and other members of the committee, the Vice Provost for Graduate Education may then decide to accept the majority opinion and approve the dissertation, or they may seek the opinion of an additional reader. After considering this additional evidence, the Vice Provost for Graduate Education may approve or decline to approve the dissertation.

In the case of two or more dissenting votes, the committee chair and the dissenting voters will again be asked to explain the reasons for the dissent. The Vice Provost for Graduate Education may then decide to decline to approve the dissertation. Alternatively, they may ask the department or graduate program to name a Resolution Committee, consisting of three tenured or tenure-track professors at Washington University in St. Louis or elsewhere who did not serve on the original committee, to reexamine the dissertation and the candidate. A unanimous positive recommendation from this committee will be required in order for the Vice Provost for Graduate Education to approve the dissertation. Failure of a department or graduate program to identify three faculty members to serve on this Resolution Committee will be tantamount to a rejection of the dissertation.

Dissertation Submission

After the successful defense of their dissertation, the student must submit an electronic copy of the dissertation online to the university by the established deadline for their graduation term. Dissertations must be submitted no later than three months after the oral defense of the dissertation. Petitions for an extension to the three-month limit may be submitted to the Director of Graduate Studies for consideration and approval. The submission website requires students

to choose from among publishing and copyrighting services offered by ProQuest ETD Administrator, but the university permits students to make whichever choices they prefer. Washington University in St. Louis doctoral students may initially request to embargo the public release of their dissertation for a specified period of six months, one year, or two years. Renewals beyond the initial embargo may be granted by the Vice Provost for Graduate Education. Students are asked to submit the Survey of Earned Doctorates separately. The degree program is responsible for delivering the final approval form, signed by the committee members at the defense and then by the department/program chair or director, to the school registrar or the appropriate record custodian. Students who complete all degree requirements and defend their dissertations successfully have not completed their PhD requirements; they finish earning their degree only when their dissertation submission has been accepted by their school of record.

Degree Candidacy Extension

Degree Candidacy Extension (DCE) refers to a non-enrolled status available, under exceptional circumstances, to full-time PhD students who have completed all PhD degree requirements with the exception of the dissertation.

Extended degree candidates are not registered for any courses, have no enrollment status, and are ineligible for financial awards or support, benefits, and resources available to enrolled Washington University in St. Louis students. Once a student enters DCE, they may not register or enroll with Washington University in St. Louis as a student in their intended degree program in a future term.

DCE status may be assigned to full-time students in a variety of situations, including but not limited to the following:

- PhD students who do not complete their dissertation after exhausting the time allowable for PhD enrollment status due to circumstances beyond their control (see Time Limit for PhD Enrollment Eligibility earlier on this page);
- PhD students who secure full-time employment prior to the completion of their dissertation and who have established a timeline for the completion of the dissertation requirement; and
- PhD students who have exhausted their university financial support period as defined by their school or program prior to the completion of their dissertation and who have established a timeline for the completion of the dissertation requirement.

DCE status may be inappropriate for international students dependent on a U.S. visa, and such students may not be eligible for this status. International students should always consult with an OISS advisor prior to making an enrollment status change. In addition, students admitted as part-time PhD students are not eligible for DCE status.

DCE status is not the rule. Rather, it is assigned as an exception. Students must obtain the recommendation of their department/program leadership and petition the Vice Dean for Graduate Education (or equivalent) within their school to request to enter DCE status. If the petition is successful, the DCE status is conferred for the period of one year, after which an additional petition should be made and approved. Students seeking to remain in DCE status are obligated to provide a written report on their dissertation's progress annually to



their department to secure their approval for subsequent petitions. Individual departments may require additional checkpoints to ensure progression. Students may remain a PhD candidate in this status for a maximum of three calendar years.

If three calendar years pass from the first semester in which a student was placed on DCE and the student has not successfully completed all degree requirements, then that student has officially forfeited their eligibility to earn the PhD degree. Under these circumstances, the student may petition the Vice Provost of Graduate Education with the support of their department chair and school vice dean to be allowed to complete the degree outside of the three-year extension period. The petition will include a timeline for completion. The Vice Provost of Graduate Education reserves the right to deny any such request.

PhD Mentored Experiences

The Mentored Experience Requirement (MER)

As part of the university-wide degree requirements, PhD students and students in certain master's programs (i.e., MFA in Writing and MFA in Dance) at Washington University in St. Louis must complete a program-defined Mentored Experience Requirement (MER). The MER is an accomplishment that is noted on the student's academic record when complete. Each program established a Mentored Experience Implementation Plan (MEIP) in which required MER units and pathways for completion are defined and specified. The MEIP typically consists of Mentored Teaching Experiences (mentored activities designed to achieve competencies in teaching at basic and advanced levels) and/or Mentored Professional Experiences (mentored activities focused on the development of skills relevant to individual, intended career, and professional outcomes). Students enroll in Mentored Teaching Experience (MTE) courses and/or Mentored Professional Experience (MPE) courses to signify progression toward completing their MER.

Mentored Experience Implementation Plan (MEIP)

An MEIP is a program-defined plan for students to complete their MER and engage in mentored teaching activities and/or mentored professional activities. MEIPs include the philosophy related to the role of teaching or professional experiences within the discipline, the program's plan for preparatory engagement, the normal sequence of opportunities for a student, and the number of MER units required. Each of these terms are defined within this section.

MEIPs were updated by programs during the 2024-25 academic year, and new plans are available under each program's "Mentored Experience Implementation Plan" tab in the *Bulletin*. Plans were effective as of Fall 2025 and applied to all students who had not yet completed their MER. Any revised plans in this Bulletin would be effective for students entering their program in Fall 2026.

Preparatory Engagement

Preparatory Engagement activities represent an introduction to the foundational skills associated with teaching or communication. Preparatory Engagement represents an important foundational component to training in pedagogy. As such, all MEIPs contain required pedagogical preparation before students are permitted to engage in assisting or teaching in a classroom.

Mentored Teaching Experiences (MTEs)

An MTE represents a collaborative engagement between a student and a faculty mentor wherein the student reflects on and interprets disciplinary knowledge; identifies multiple ways to represent disciplinary content; adapts content to students' abilities and prior knowledge; and develops methods to assess and improve the teaching and learning process in a discipline. A student engaged in an MTE will have an assigned faculty mentor supporting the student's development into an educator able to communicate and/or evaluate disciplinary knowledge.

Two categories of MTE exist at WashU: Assistantships in Instruction (AI) and Mentored Independent Teaching (MIT). Each MTE engagement is weighted by MER units to recognize the different levels of effort involved.

Assistant in Instruction (AI)

An AI experience is one in which the student is directly engaged in the organization, instruction, and/or support of a semester-long course *primarily taught by a faculty member*. During the AI, the student receives mentorship from the faculty member in best practices in classroom engagement, instruction in the field, interpersonal engagement, and other relevant skills. Students receive regular informal feedback or evaluation from the mentor throughout the semester, as well as a final evaluation from the mentor and course evaluations from students enrolled in the course as part of the normal course evaluation process.

The student is formally listed as instructional support via Workday in the course listings. In general, AI assignments connect to undergraduate courses or to lower-level graduate courses that the student has taken previously.

MER units for AI experiences are determined by the program based on the level of activity needed for each assignment:

- 5 MER units are equivalent to an average of 5 hours per week of engagement; students enroll in their program's course numbered 8005 during the semester of engagement.
- 10 MER units are equivalent to an average of 10 hours per week of engagement; students enroll in their program's course numbered 8010 during the semester of engagement.
- 15 MER units are equivalent to an average of 15 hours per week of engagement; students enroll in their program's course numbered 8015 during the semester of engagement.

Mentored Independent Teaching (MIT)

An MIT is a semester-long experience for students who engage as the primary instructor or co-instructor of a course *under the mentorship of a faculty member* as part of their MER. Throughout the semester, students receive regular feedback from a faculty mentor based on classroom observation conducted a few times per semester or other acceptable review mechanisms. The student should ask for guidance and support from the faculty mentor while navigating the responsibilities of independent teaching. Faculty mentors are also required to complete the final evaluation for the student.

An MIT experience may not be a requirement or option under every program's MEIP. Each MIT engagement will equate to 20 MER units. The 20 MER unit assignment accounts for the considerable level of preparation and consultation each PhD student needs to engage in as part of this introductory experience toward acquiring the skills required for independent teaching. Students enroll for the semester of engagement under their program's course numbered 8020.

Mentored Professional Experiences (MPEs)

MPEs are unpaid experiences that allow students to develop skills and experiences relevant to their intended career outcomes. These experiences could include, for example, opportunities in industry, communication and outreach, government or policy, consulting, or higher education administration. The duties and responsibilities of the MPE should be intellectually substantive and offer opportunities for the student to develop new skills and experiences.

An MPE experience may not be a requirement or option under every program's MEIP. Each MPE engagement will equate to 20 MER units. The 20 MER unit assignment accounts for the considerable level of preparation and time needed for this engagement. An MPE should involve at least 150 hours (and not more than 180 hours) per engagement. Students enroll for the semester of engagement under their program's course 8120.

Optional MER Activities

Some programs allow for students to participate in additional, optional MTE or MPE engagements. If allowed, the program's MEIP will list the requirements for a Teaching Intensive Pathway (TIP) or a Professional Intensive Pathway (PIP).

Teaching Intensive Pathway (TIP)

The TIP is an optional pathway for those students whose career interests lie in academia or another field that would benefit from extended MTEs. This immersive experience allows students to further explore the breadth and depth of teaching best practices and pedagogy related to their respective field.

Students who are interested in participating in this elective experience must formally request to participate, which is subject to program approval. Due to this experience being an elective, unpaid experience, students who participate in the TIP will not receive compensation.

Professional Intensive Pathway (PIP)

The PIP is an optional pathway for those students whose career interests lie outside of academia or want to benefit from MPEs. An MPE is an unpaid professional experience for PhD students that allows students to develop skills and experiences relevant to their intended career outcomes. Students and mentors complete a mentorship plan prior to the start of each MPE. Students who are interested in participating in this elective experience must formally request to participate, which is subject to program approval. Similar to normal MPE experiences, students who participate in the PIP do not receive compensation associated with their MPE.

Post-MER Completion Teaching Activities

To be eligible to participate in an additional teaching activity at WashU, students must complete their MER as defined by their program's MEIP prior to undertaking optional elective instructional activity. Any independent teaching for pay that occurs after the completion of the MER must meet the spirit of the part-time employment policy or otherwise students must request an exception.

Instructional Support

At the completion of the student's MER as defined in the MEIP, students may elect to pursue additional instructional opportunities at WashU as a non-MTE AI or a similarly situated role. These additional opportunities are subject to the approval of their primary advisor and their department/program as well as the existence of such a position. These students will be paid an hourly rate.

Instructor or Co-Instructor of Record

At the completion of a student's MER requirements as defined in the MEIP, the student may elect to pursue instructor opportunities at WashU as an independent instructor. These opportunities are subject to the approval of the student's primary advisor and their department/program as well as the existence of such a position. Students who have completed their MERs must demonstrate the requisite experience and training in pedagogy to engage in teaching at the fully independent level. These students are eligible for compensation in accordance with the adjunct professor collective bargaining agreement.

Current MEIPs

Arts & Sciences

- Anthropology, PhD, Archeology Concentration
- Anthropology, PhD, Biological Anthropology Concentration
- Anthropology, PhD, Sociocultural Anthropology Concentration
- Art History & Archaeology, PhD
- Chemistry, PhD
- Classics, PhD
- Comparative Literature, PhD
- Dance, MFA
- Earth, Environmental, and Planetary Sciences, PhD
- East Asian Languages and Cultures, PhD
- Ecology and Evolutionary Biology, PhD
- Economics, PhD
- Education, PhD
- English and American Literature, PhD
- English and Comparative Literature, PhD
- French and Francophone Studies and Comparative Literature, PhD
- French and Francophone Studies, PhD
- German and Comparative Literature, PhD
- Germanic Languages and Literatures, PhD
- Hispanic Studies and Comparative Literature, PhD
- Hispanic Studies, PhD
- History, PhD
- Mathematics, PhD
- Music, PhD, Music Theory Concentration
- Music, PhD, Musicology Concentration
- Philosophy, PhD
- Philosophy-Neuroscience-Psychology, PhD
- Physics, PhD
- Political Science, PhD
- Psychological & Brain Sciences, PhD
- Sociology, PhD
- Statistics and Data Sciences, PhD
- Writing, MFA

Business

- PhD Program (p. 170)

Engineering

- Biomedical Engineering PhD
- Biomedical Engineering PhD-MD
- Computational & Data Sciences, PhD
- Computer Engineering, PhD

- Computer Science, PhD
- Electrical Engineering, PhD
- Energy, Environmental, & Chemical Engineering, PhD
- Imaging Science, PhD
- Materials Science & Engineering, Interdisciplinary PhD
- Mechanical Engineering, PhD
- Systems Science & Mathematics, PhD

Medicine

- Division of Biology & Biomedical Sciences Programs
 - Biochemistry, Biophysics & Structural Biology, PhD
 - Biomedical Informatics & Data Science, PhD
 - Cancer Biology, PhD
 - Computational & Systems Biology, PhD
 - Developmental, Regenerative, & Stem Cell Biology, PhD
 - Immunology, PhD
 - Molecular Cell Biology, PhD
 - Molecular Genetics & Genomics, PhD
 - Molecular Microbiology & Microbial Pathogenesis, PhD
 - Neurosciences, PhD
 - Plant & Microbial Biosciences, PhD
- Medical Physics, PhD
- Movement Science, PhD
- Nursing Science, PhD
- Rehabilitation and Participation Science, PhD
- Speech and Hearing Sciences, PhD

Public Health

- Public Health Sciences, PhD

Brown School

- Social Work, PhD

Additional information including forms, resources, and FAQs are available on the Mentored Experiences page of the Office of the Provost website.

Olin Business School

About Olin Business School

At Washington University's Olin Business School, students experience a personalized education shaped by close collaboration, rigorous curriculum, and meaningful learning opportunities.

Olin's intimate size and welcoming community allow students to work side-by-side with faculty, classmates, and business leaders while exploring their interests and defining their goals. From the start, students take an active role in shaping their experience, discover new perspectives, and build the skills and confidence that will guide them throughout the lifetime of their careers.

Learning at Olin extends beyond the classroom. Students apply what they learn in real-world settings through hands-on opportunities, developing an innovative mindset and the ability to think critically in a rapidly changing business landscape.

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Website: <https://olin.wustl.edu>

Faculty

Dean

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For further information, please visit Olin Business School's website:

- Leadership
- Faculty

Courses

Courses include the following:

- ACCT (p. 41): Accounting
- DAT (p. 46): Data Analytics
- FIN (p. 50): Finance
- INTL (p. 59): International Studies
- MEC (p. 59): Managerial Economics
- MGT (p. 64): Management
- MKT (p. 74): Marketing
- OB (p. 80): Organizational Behavior
- SCOT (p. 85): Supply Chain, Operations, and Technology

Accounting

ACCT 5002 Strategic Cost Analysis

This course focuses on both the accumulation and reporting of managerial accounting information and the use of that information for product costing, cost management, decision making, and the provision of incentives within the firm. The goal of this course will be on training you to be an effective user of managerial (especially cost) accounting information. However, due to the technical nature of the material, one cannot become an effective user of accounting information without a firm grasp of the fundamental mechanics involved in producing such information.

Credit 1.5 units.

Typical periods offered: Fall

ACCT 5003 Not-For-Profit Accounting

Students will gain an understanding of the unique facets of not-for-profit accounting, including understanding not-for-profit financial statements, differences in not-for-profit GAAP, and the IRS Form 990.

Credit 1.5 units.

Typical periods offered: Spring

ACCT 5004 Fraud Prevention and Internal Controls

This course is designed to provide students with an overview of various forms of fraud, the role of auditors and forensic accountants in detecting the fraud, and how internal controls may be designed to prevent such activity. The course will draw extensively on cases that illustrate the various types of fraud. In each topical area, students will examine the techniques that may enable an investigator to detect the fraudulent practices and also develop appropriate internal controls that would help a corporation minimize or prevent the fraudulent practices.

Credit 1.5 units.

Typical periods offered: Spring

ACCT 5005 Information Technology Control and Audit

This course is designed to provide students with an introduction and overview of the field of Information Technology (IT) Auditing. It is intended to provide students with an understanding of risks in the IT environment, general computer and application control concepts and the basics of how to perform an IT audit. The course will also introduce students to the ISACA COBIT framework and the concepts of IT governance and assurance.

Credit 1.5 units.

Typical periods offered: Fall

ACCT 5007 Analysis of Financial Institutions and Financial Instruments

The main goal of the course is to give you an in-depth understanding of how financial reports provide unusually accurate and detailed (but not perfect) information about the risks and performance of firms in the financial services industries. These firms' financial statements increasingly are based on fair value accounting and their financial reports typically include extensive risk and estimation sensitivity disclosures. Both fair value accounting and risk and estimation sensitivity disclosures are necessary ingredients for financial reports to convey the risk and performance of financial services firms in today's world of complex, structured, and risk-partitioning financial instruments and transactions. While financial services firms often

apply fair value accounting and risk and estimation sensitivity disclosures imperfectly (or worse), careful joint analysis of the information they do provide invariably yields important clues about their risks and performance.

Credit 1.5 units.

Typical periods offered: Fall

ACCT 5008 International Financial Reporting Standards

The early part of this course will cover an overview of International Financial Reporting Standards and the International Accounting Standards Board; advantages and disadvantages of adopting IFRS from the viewpoints of users, preparers, auditors, developing countries, developed countries, and others. The course will also provide an overview of the SEC staff's findings and observations regarding certain issues in adopting IFRS in the United States and related observations from the perspective of the IFRS Foundation and staff. The remainder of the course will be devoted to the key differences between IFRS and GAAP in such areas as revenue recognition; inventories; and long-term assets, including property, plant, and equipment, intangible assets, research and development costs, borrowing costs, and impairment.

Credit 1.5 units.

ACCT 5011 Financial Accounting

This course will provide a comprehensive, graduate level introduction to accounting applicable to companies operating. It is designed to provide managerially oriented users of accounting with the foundational concepts, the underlying mechanics, and the overall perspective required to become effective users of accounting information. The concepts covered will be dedicated to understanding financial accounting information conveyed by companies operating in their financial reports. Students may not earn credit in both ACCT 5011 and ACCT 6011.

Credit 1.5 units.

Typical periods offered: Fall

ACCT 5012 Managerial Accounting

This course will provide a comprehensive, graduate-level introduction to accounting applicable to companies operating in complex environments. It is designed to provide managerially oriented users of accounting with the foundational concepts, the underlying mechanics, and the overall perspective required to become effective users of accounting information. The tools covered in the course will be dedicated to understanding managerial accounting information used internally, particularly on understanding the role and importance of cost information in strategic decision making, business planning, and controls in organizations. Students may not earn credit in both ACCT 5012 and ACCT 6012.

Credit 1.5 units.

Typical periods offered: Fall, Spring

ACCT 5013 Ethics I

This course has been designed to help the student understand ethical reasoning and behavior and in so doing define their own moral compass. The primary goal being to make the student a role model to others in ethical behavior - not just in determining what is the proper ethical choice, but, more importantly, effectively implementing the behavioral changes required to achieve solutions to ethical dilemmas. To quote while paraphrasing the authors of the textbook, we strive in (these courses) not only to educate accounting students to be future leaders in the accounting profession but to stimulate (the students) ethical perception and cultivate virtue thereby awakening (their) sense of duty and obligation to the public interest.

Credit 1.5 units.

Typical periods offered: Fall, Spring

ACCT 5014 Ethics II

This course is part of a two-course sequence to develop a rigorous understanding of ethical decision-making in accounting and auditing, grounded in professional responsibility and moral judgment. Students examine ethical frameworks and their application to real-world challenges, including financial statement fraud, auditors' legal and fiduciary obligations, earnings management, and the pressures created by capital markets and Wall Street expectations. The course emphasizes that ethical conduct ultimately rests on an individual's sense of right and wrong, as well as the courage to voice concerns and act in the public interest. Through cases, discussion, and reflection, students explore what it means to exercise professional skepticism and integrity in complex organizational settings. More broadly, it seeks to prepare students to uphold trust, accountability, and ethical action within business and society.

Credit 1.5 units.

Typical periods offered: Fall, Spring

ACCT 5015 Financial Metrics for Start-Ups

This course is designed for Masters of Accounting and Finance students (and others) who want to build their management consulting skills and competencies through work on real-world projects with early-stage businesses. Clients will be both Washington University-based entrepreneurs (students or recent alumni) and St. Louis community aspirants. Students may take this course twice in one semester, provided that they enroll in both ACCT 500K and ACCT 5000.

Credit 1.5 units.

Typical periods offered: Fall

ACCT 5016 Financial Accounting B

This course is the second in the Financial Accounting sequence. In this course we continue to explore how choices of accounting methods affect financial statements and financial ratios. Specifically we concentrate on long-term assets and long-term liabilities, purchase vs. leasing options, off-balance-sheet financing, and implications for deferred taxes. The course concludes with a closer look at the statement of cash flows and preliminary analysis of solvency. As in the first course, the emphasis is on reading and understanding of financial statements. We approach the statements mainly from a user's perspective. The course is structured as a mix of lectures and case discussions. It utilizes Harvard business cases and involves analysis of actual statements. Prerequisites: ACCT 5001 OR ACCT 5011. Note: Students cannot take both this course and ACCT 501 for credit.

Credit 1.5 units.

Typical periods offered: Spring

ACCT 5020 Managerial Control Systems

Organizations face both information and incentive problems, usually simultaneously. Managerial control involves developing policies and systems to cost-effectively minimize these problems while helping the organization achieve its objectives. The course focuses on control issues by analyzing the financial aspects of planning, feedback, and performance measurement. Topics include: responsibility accounting, budgeting, benchmarking, target costing, productivity measures, transfer pricing, and optimal design of performance measures.

Credit 1.5 units.

Typical periods offered: Spring, Summer

ACCT 5030 Business Analysis Using Financial Statements

This course develops the ability to interpret and use financial statements as strategic tools for business decision-making rather than mere record-keeping. Students learn how accounting numbers reflect underlying economic performance, managerial choices, and value creation. The course emphasizes profitability, solvency, liquidity, and the role of discretion in financial reporting under U.S. and international

GAAP. Through cases and applied analysis, students identify earnings management, assess creditworthiness, and evaluate firm performance across business models. The course further applies financial statement analysis to forecasting, valuation, and investment decisions. Finally, it explores control systems used to guide incentives and align managerial actions with firm strategy. Students may not earn credit in both ACCT 5030 and ACCT 6030.

Credit 1.5 units.

Typical periods offered: Fall, Spring, Summer

ACCT 5031 Advanced Business Analysis Using Financial Statements

This advanced course builds on financial statement analysis to forecast firm performance and estimate intrinsic value. Students develop multi-year pro-forma financial statements and apply fundamental valuation techniques, including discounted cash flow and comparable-based valuation. The course emphasizes translating accounting information into cash-flow projections rather than focusing solely on discount rates. Students also analyze mergers and acquisitions, valuation in strategic transactions, and investment decision-making. The course concludes with an in-depth study of cost accounting and management control systems for internal decision-making. Through real-world cases, students integrate accounting, valuation, and managerial insights to evaluate firm strategy and performance. Students may not earn credit in both ACCT 5031 and ACCT 6031.

Credit 1.5 units.

Typical periods offered: Fall, Spring, Summer

ACCT 5050 Advances in Management Accounting

This course focuses on current management accounting techniques, including activity-based costing, target and kaizen costing, international management accounting, and management accounting in Internet companies. Investigating these topics will include use of ABC software to illustrate the process of implementing an ABC information system. Also new in this course will be project focused on comparing and contrasting management accounting techniques of traditional and Internet companies. Prerequisite: ACCT 5002

Credit 1.5 units.

ACCT 5080 Financial Reporting From the CFO's Perspective

This course will (1) enhance students' understanding of the role of the CFO (of publicly traded firms) in financial reporting and the related roles of the CFO in issues of corporate governance and investor relations, (2) provide students with a strong understanding of the impact of Sarbanes-Oxley on financial reporting for public companies, as well as requirements of the SEC in financial reporting, (3) develop students' skills in using the authoritative accounting and regulatory literatures when preparing financial reports, (4) examine issues related to financial reporting for specific accounting issues and in times of financial crisis, and (5) provide a basis of understanding the technological changes affecting financial reporting.

Credit 1.5 units.

Typical periods offered: Spring

ACCT 5090 Tax and Business Strategy: A Planning Approach

This course addresses tax planning in a business-centric context. The focus will be the economic role taxes play in structuring and planning business transactions involving various legal forms of doing business. The class materials will address current topics (e.g., mergers and acquisitions, changing global views of tax planning; tax reform implications) supplemented by real-world examples of transactions and issues facing business leaders today. Given the global expansion of business, particular attention will be made to the complexities faced when planning international investment, from the U.S. and into the U.S. Aspects relating to tax accounting (i.e., the interaction of tax planning and financial statements) will also be covered. The class will

strive to not be tax technical (i.e., it will not involve a detailed review of the Internal Revenue Code or Regulations); however, due to the nature of the topic, there will be certain technical aspects that will be discussed so that participants can gain a better understanding of the interaction of the tax law with certain business transactions. The class will not focus on individual taxation topics.

Credit 1.5 units.

Typical periods offered: Fall, Spring

ACCT 5100 Introduction to Accounting

In this course, we will study the three fundamental financial accounting issues -- (1) recognition, (2) measurement/valuation, and (3) classification/disclosure -- and consider how business transactions are reflected on the financial statements using generally accepted accounting principles (GAAP). We will cover the four primary financial statements (balance sheet, income statement, statement of stockholders' equity, and statement of cash flows), the supporting footnotes to these statements, and several reports (annual reports, proxy statements, and press releases). The course incorporates both a preparer's perspective (i.e., GAAP requirements for recording and presenting financial information) and a user's perspective (i.e., how an investor or analyst can interpret and use financial statement information). The goal of the course is to prepare students for advanced course work in accounting and finance classes, beginning in the Fall A term.

Credit 0 units.

Typical periods offered: Fall, Spring, Summer

ACCT 5105 Financial Reporting & Assurance in a Blockchain World

Blockchain Technology has been described as the most important development in financial reporting since the emergence of double-entry bookkeeping. This course is designed to familiarize participants with Blockchain technology, and to explore the implications of Blockchain on the preparation and reliability of financial statements, as well as on the assurance process of financial statements. Many topics covered in this course may also be applicable to industries in which record keeping plays a prominent role (e.g. real estate transactions, recording health care information). This course is required for MS Analytics-Acct students.

Credit 1.5 units.

Typical periods offered: Fall

ACCT 5310 Financial Metrics

The Finance Metrics Clinic is designed for students who want to build their financial analysis and management consulting competencies through work with early-stage businesses. The end goal of these projects is to help startup clients understand and build their financial metrics-supporting more metrics/data-driven decision-making within the startup community.

Credit 1.5 units.

Typical periods offered: Fall

ACCT 5360 Financial Issues in Leasing

This course is devoted to studying the various elements that are involved in identifying leasing opportunities and structuring a lease. Topics to be covered include the legal and financial structure of a lease, options embedded in lease agreements, accounting and tax issues related to leases, and the marketing and negotiation of leases.

Credit 1.5 units.

Typical periods offered: Spring

ACCT 5550 Accounting Policy and Research

This course will enable students to develop their knowledge and appreciation of current debates that surround the accounting profession. Students will develop critical thinking skills regarding these issues and form and defend opinions about contemporary regulatory and market issues. The course will also provide an opportunity for students to learn important technical and research tools, including generative AI and machine learning, which are widely used by accounting practitioners. Finally, students will gain an appreciation of the primary methods underlying academic research in accounting.

Credit 3 units.

Typical periods offered: Fall, Spring

ACCT 5620 Financial Accounting II (Intermediate Acct)

Provides a more in-depth analysis of financial accounting and reporting issues than ACC 5600. Primary subject matter involves the issues of asset and liability valuation and income measurement. Topics include inventory accounting, valuation of long-term liabilities, and revenue and expense recognition. Also introduces the regulation of corporate accounting and reporting practices and their effects on users of financial statements.

Credit 3 units.

Typical periods offered: Fall, Spring, Summer

ACCT 5640 Auditing

This course deals with the professional service industry of auditing. The auditing industry provides the service of objectively obtaining, evaluating, and communicating evidence regarding managerial assertions about economic events. Specifically, auditing ascertains the degree of correspondence between managerial assertions and established criteria. The course is organized around the basic categories of: (1) the economic role of external corporate auditing in securities markets, (2) the composition of the firms in the auditing industry, (3) the regulatory environment of auditing, (4) litigation issues facing the accounting/auditing industry, and (5) the requirements for conducting audits. Topics included in the last area include a consideration of the scope and application of Generally Accepted Auditing Standards (GAAS) and the general technology of auditing which are some general auditing topics typically covered on the CPA exam. Grading is based on homework, a group-based project, and two exams.

Credit 3 units.

Typical periods offered: Fall, Spring

ACCT 5650 Taxation of Business Entities

This course involves an examination of tax laws at the federal, state, and international levels, with an emphasis on corporate taxpayers and partnerships. A data-driven approach will be used to show how various business transactions affect a business entity's tax liability. Attention will also be given to various ways in which business entities might structure transactions to avoid or reduce tax liability and how the choice of business entity type affects these decisions.

Credit 3 units.

Typical periods offered: Spring

ACCT 5670 Taxation of Individuals

This course presents an introduction to taxation. We will cover the fundamental elements of individual income tax, including income, deductions, investments, and computing tax liabilities. We then shift to business-related activities of individuals, including income, deductions, accounting periods and methods, and the tax consequences of purchasing assets, cost recovery, and property dispositions. We will close the semester with the following specialized taxation topics: compensation, retirement savings, and home ownership.

Credit 3 units.

Typical periods offered: Fall, Spring

ACCT 5675 Volunteer Income Tax Assistance

This experiential learning course where students volunteer at an external organization, the Gateway EITC Community Coalition ("Gateway"), which provides free federal and state tax preparation services to low- to moderate-income families and individuals, seniors, persons with disabilities, and limited English-speaking taxpayers who need tax preparation assistance. Students will need to initially complete the VITA Training Program, pass a certification exam administered by Gateway, and volunteer at Gateway tax preparation sites in the St. Louis area.

Credit 1.5 units.

Typical periods offered: Spring

ACCT 5680 M&A Accounting

Accounting issues related to mergers, acquisitions, and other intercorporate investments are examined. The first two-thirds of the course focuses on business combination accounting and related reporting issues, including the equity and cost methods, preparation of consolidated financial statements, fair value adjustments, goodwill and impairments, intercompany transactions, and accounting for less than 100% ownership. The remaining portion of the course introduces selected advanced accounting topics that extend beyond core consolidation material, including consolidation of foreign subsidiaries, governmental accounting, and accounting for not-for-profit organizations. Coverage emphasizes financial reporting implications and connections to current professional standards and CPA Exam-relevant topics.

Credit 3 units.

Typical periods offered: Spring

ACCT 5700 International Financial Reporting Standards

The early part of this course will cover an overview of International Financial Reporting Standards and the International Accounting Standards Board; advantages and disadvantages of adopting IFRS from the viewpoints of users, preparers, auditors, developing countries, developed countries, and others. The course will also provide an overview of the SEC staff's findings and observations regarding certain issues in adopting IFRS in the United States and related observations from the perspective of the IFRS Foundation and staff. The remainder of the course will be devoted to the key differences between IFRS and GAAP in such areas as revenue recognition; inventories; and long-term assets, including property, plant, and equipment, intangible assets, research and development costs, borrowing costs, and impairment.

Credit 1.5 units.

Typical periods offered: Spring

ACCT 5701 International Financial Reporting Standards II

This course will be a continuation of ACCT 5700 and will be devoted to the key differences between IFRS and GAAP in such areas as provisions, contingent liabilities, and contingent assets; leases; income taxes; employee benefits; share-based payments; business combinations; consolidations and investments in related entities; financial instruments; cash flow statements; operating segments; interim financial reporting; accounting policies; changes in accounting estimates; errors; events after the balance sheet date; related party transactions; earnings per share; discontinued operations; and changes in foreign exchange rates. The course also will cover management opportunities and issues when converting from GAAP to IFRS.

Credit 1.5 units.

Typical periods offered: Spring

ACCT 5755 International Taxation

In today's global economy, questions regarding what activity and income get taxed and which jurisdiction enjoys taxing priority have never been more important. Relatively recent U.S. tax reform has caused a monumental shift in the U.S. taxation of multinational transactions and activities. U.S. and global legislative proposals continue to focus on the tax rules applicable to multinational enterprises as parameters around these topics continue to evolve. This course will focus on the fundamentals of international taxation, addressing such topics as tax jurisdiction, sourcing of income and deductions, taxation of foreign activities of U.S. persons, and taxation of U.S. activities of foreign persons. Overall, the course provides foundational tax knowledge essential for managerial decisions involving international business activities by U.S. entities or individuals, integrating tax management with broader business strategy considerations.

Credit 1.5 units.

Typical periods offered: Spring

ACCT 5756 Advanced International Taxation

This course will address advanced international taxation, focusing on such topics as cutting-edge initiatives proposed by the OECD, and being implemented throughout the world, foreign currency, export benefits, transfer pricing, tax treaties, as well as planning from both an outbound and inbound investment perspective.

Credit 1.5 units.

Typical periods offered: Spring

ACCT 5960 CPA Examination Preparation Seminar

This course provides structured guidance for students preparing for the CPA Exam. Each iteration of the course lasts for one-half semester and has three meetings: a kickoff meeting, a mid-term check-in meeting to discuss progress and discuss questions, and a concluding session. The course is primarily self-guided, with students working independently through recommended CPA Exam review materials (which students must purchase on their own). A faculty member will organize the sessions and be available to answer students' questions throughout the term. The CPA Exam material of focus will vary by term and alternate between the four CPA exam sections: Audit (Fall-A), Regulation (Fall-B), Financial Accounting (Spring-A), and a Discipline (Spring-B). Students will select one of the disciplines: BAR (Business Analysis and Reporting), ISC (Information Systems and Controls), or TCP (Tax Compliance and Planning). This course will review the topics covered in various Olin accounting courses, explore many of the topics in considerably more depth, and cover other topics that are not covered in Olin courses, such as governmental accounting and auditing of governmental entities and grants. Specifically, the course addresses the tasks, content/knowledge, skills (remembering & understanding, application, analysis, and evaluation), and abilities in the AICPA Uniform CPA Examination Blueprints (a 100+ page document). <https://www.aicpa-cima.com/resources/download/learn-what-is-tested-on-the-cpa-exam>.

Credit 0 units.

Typical periods offered: Fall, Spring

ACCT 6011 Financial Accounting

This course will provide a comprehensive, graduate level introduction to accounting applicable to companies operating. It is designed to provide managerially oriented users of accounting with the foundational concepts, the underlying mechanics, and the overall perspective required to become effective users of accounting information. The concepts covered will be dedicated to understanding financial accounting information conveyed by companies operating in their financial reports. Students may not earn credit in both ACCT 5011 and ACCT 6011.

Credit 1.5 units.

Typical periods offered: Spring

ACCT 6012 Managerial Accounting

This course will provide a comprehensive, graduate-level introduction to accounting applicable to companies operating in complex environments. It is designed to provide managerially oriented users of accounting with the foundational concepts, the underlying mechanics, and the overall perspective required to become effective users of accounting information. The tools covered in the course will be dedicated to understanding managerial accounting information used internally, particularly on understanding the role and importance of cost information in strategic decision making, business planning, and controls in organizations. Students may not earn credit in both ACCT 5012 and ACCT 6012.

Credit 1.5 units.

Typical periods offered: Spring

ACCT 6030 Business Analysis Using Financial Statements

This course develops the ability to interpret and use financial statements as strategic tools for business decision-making rather than mere record-keeping. Students learn how accounting numbers reflect underlying economic performance, managerial choices, and value creation. The course emphasizes profitability, solvency, liquidity, and the role of discretion in financial reporting under U.S. and international GAAP. Through cases and applied analysis, students identify earnings management, assess creditworthiness, and evaluate firm performance across business models. The course further applies financial statement analysis to forecasting, valuation, and investment decisions. Finally, it explores control systems used to guide incentives and align managerial actions with firm strategy. Students may not earn credit in both ACCT 5030 and ACCT 6030.

Credit 1.5 units.

Typical periods offered: Spring

ACCT 6031 Advanced Business Analysis Using Financial Statements

This advanced course builds on financial statement analysis to forecast firm performance and estimate intrinsic value. Students develop multi-year pro-forma financial statements and apply fundamental valuation techniques, including discounted cash flow and comparable-based valuation. The course emphasizes translating accounting information into cash-flow projections rather than focusing solely on discount rates. Students also analyze mergers and acquisitions, valuation in strategic transactions, and investment decision-making. The course concludes with an in-depth study of cost accounting and management control systems for internal decision-making. Through real-world cases, students integrate accounting, valuation, and managerial insights to evaluate firm strategy and performance. Students may not earn credit in both ACCT 5031 and ACCT 6031.

Credit 1.5 units.

Typical periods offered: Spring

ACCT 6538 Creating and Protecting Value With IT Governance and Control

Creating and Protecting Value with IT Governance and Control is an essential course for current and future business leaders. This course will use new developments in IT to animate established frameworks, strategies, and best practices that ensure IT assets are managed effectively, risks are mitigated, and regulatory compliance is achieved. This is not a technical course, although you will benefit from what you already know about IT. In this course, you will gain insights into the practical aspects of implementing and managing IT governance

and control within diverse organizational contexts. By the end of the course, you will be prepared to assess an organization's IT governance maturity, recommend improvements, and lead initiatives that enhance the strategic value of IT.

Credit 3 units.

Typical periods offered: Fall

ACCT 7600 Financial Accountability Metrics for Leaders

This course introduces the fundamental terminology, structure, and interrelationships of financial statements, including the balance sheet, income statement, statement of cash flows, and statement of shareholders' equity. Students develop the ability to critically analyze key financial metrics for which organizational leaders are accountable and that are closely monitored by external stakeholders, particularly investors. The course examines how and why managers are held responsible for meeting budgeted performance targets and assesses whether firms have achieved market and internal expectations through rigorous financial statement analysis. Finally, students explore the leadership role in preparing forward-looking financial information, including pro forma statements and integrated business plans, and evaluate how these tools support strategic decision-making.

Credit 3 units.

Typical periods offered: Fall, Spring

ACCT 7610 Strategic Cost Analysis

This course develops executives' ability to use managerial accounting and management control systems to achieve and sustain competitive advantage. It examines how organizations design rules, information, and performance measures to guide employee actions when direct monitoring is infeasible. Emphasis is placed on aligning cost systems, incentives, and controls with organizational strategy across for-profit and not-for-profit settings. The course integrates modern tools such as data analytics, activity-based management, balanced scorecards, and value-based performance measures. Students learn how evolving demands for cost efficiency, quality, speed, and customer focus reshape management and accounting systems beyond traditional financial reporting. Through theory, applications, and practice, the course highlights effective design, implementation, and use of strategic costing, budgeting, variance analysis, and performance evaluation systems.

Credit 3 units.

Typical periods offered: Fall, Spring

ACCT 7630 Strategic Cost Accounting & Control

This course develops executives' ability to use managerial accounting and management control systems to achieve and sustain competitive advantage. It examines how organizations design rules, information, and performance measures to guide employee actions when direct monitoring is infeasible. Emphasis is placed on aligning cost systems, incentives, and controls with organizational strategy across for-profit and not-for-profit settings. The course integrates modern tools such as data analytics, activity-based management, balanced scorecards, and value-based performance measures. Students learn how evolving demands for cost efficiency, quality, speed, and customer focus reshape management and accounting systems beyond traditional financial reporting. Through theory, applications, and practice, the course highlights effective design, implementation, and use of strategic costing, budgeting, variance analysis, and performance evaluation systems.

Credit 3 units.

Typical periods offered: Fall, Spring

ACCT 8650 Special Topics in Accounting

The course covers classic topics in information economics, with the goal of students gaining a basic understanding of theories that govern empirical work in financial accounting research. Topics covered may include voluntary disclosure theory and contracting theory. The course is intimately connected to theoretical work that facilitates developing empirical frameworks, so it covers both theoretical and empirical work. However, the focus of this course is on the former.

Credit 3 units.

Typical periods offered: Spring

ACCT 8663 Seminar in Accounting Research II

The goal of this course is to develop the ability to conduct empirical research on (1) the role of accounting information in the firm (i.e., contracting and corporate governance), (2) how managers choose to exercise their discretion to implement their firms' financial accounting, reporting, and disclosure strategies. In doing so, we will develop an understanding of the economic, finance, and accounting theory that underlies empirical accounting research. As we go through each study in this class we will focus on identifying and understanding three critical elements of each study: (1) the research question, (2) the motivation, and (3) the research design. An author must describe the incremental contribution to the literature to motivate his paper. Therefore, we will also build an understanding of the major results in the literature and evaluate the strength and weakness of each study.

Credit 3 units.

Typical periods offered: Fall

ACCT 8664 Doctoral Seminar in Financial Accounting

For Doctoral students only

Credit 1.5 units.

Typical periods offered: Fall

ACCT 8665 Applied Empirical Research in Accounting

For Doctoral students only

Credit 3 units.

Typical periods offered: Spring

ACCT 8675 Topics in Corporate Finance

The general objective of this course is to teach and encourage students to explore interesting research questions in corporate finance and capital market accounting. We will work toward this goal by introducing students to several topics in empirical corporate finance and by exposing them to some current work. An emphasis will be put on the link between empirical and theoretical work and how to think about empirical research questions critically.

Credit 3 units.

Typical periods offered: Spring

Data Analytics

DAT 5370 Data Analysis, Forecasting & Risk Analysis

This course introduces modern statistical and econometric methods for analyzing data, forecasting future outcomes, and quantifying risk in business applications. Emphasis is placed on empirical finance, with applications to stock returns, portfolios, asset pricing, and factor models, but the tools developed are broadly applicable across marketing, operations, and accounting. Students learn how to build, estimate, and compare models for time series and panel data using both frequentist and Bayesian approaches. Topics include regression modeling, model selection, predictive inference,

multivariate models, and simulation-based methods for evaluating uncertainty. Forecasting and risk assessment are treated as central inferential problems, with attention to out-of-sample prediction and decision-making under uncertainty. Students work extensively with real financial data using R, an open-source statistical programming environment, and gain experience implementing models, producing forecasts, and interpreting results through hands-on assignments and projects. While the focus is practical, the course also develops the underlying statistical intuition needed to understand estimation, model comparison, and prediction in modern data-driven business settings.

Credit 3 units.

Typical periods offered: Fall, Spring, Summer

DAT 5410 Data Analytics for Business Leaders

This course introduces statistical methods for the analysis of business and economic data. The role of probabilistic concepts such as independence, conditional probability, expectation, and variance, as well as probability models, such as binomial, Poisson, and normal, are examined. Particular emphasis is placed on topics that relate to model formulation, estimation of model parameters, hypothesis testing, and simple and multiple regression. Students may not earn credit for both DAT 5410 and DAT 6551.

Credit 2 units.

Typical periods offered: Spring

DAT 5550 Machine Learning Tools for Prediction of Business Outcomes

Machine Learning deals with algorithmic learning from data to predict the future. This course emphasizes data situations that students are likely to face in marketing, finance, manufacturing, and other business domains. Students will analyze business datasets using various advanced analytic techniques such as logistic regression, decision trees, random forest, stochastic gradient boosting, ensembles, and clustering, etc. The focus of the course lies in the conversion of raw business data into robust, actionable predictions for decision-making. Students may not earn credit in both DAT 5550 and 6550.

Credit 3 units.

Typical periods offered: Fall, Spring

DAT 5551 Ethics and Responsible AI in Business

AI is rapidly transforming various aspects of business operations, decision-making, and strategy. As future business leaders, Students need to understand both the potential and the pitfalls of these technologies. The development and deployment of AI systems raise significant ethical concerns, including issues of bias, privacy, and transparency, and students must be equipped to navigate these challenges responsibly. This course explores the ethical implications and responsible development of Artificial Intelligence (AI) in business contexts. It explores the ethical dimensions of AI integration within various business functions. Students will examine the ethical challenges posed by AI technologies, learn frameworks for ethical decision-making, and develop strategies for implementing responsible AI practices in organizations. The course will address AI ethics from a global standpoint and will showcase real-world applications of AI ethics in various business domains such as accounting, marketing and finance.

Credit 1.5 units.

Typical periods offered: Spring

DAT 5552 Business Driven Explainable AI

This course is designed to provide students with the essential skills and practical knowledge needed to apply Explainable AI (XAI) technologies to solve complex business challenges. It emphasizes the use of feature attribution methods such as SHAP, LIME, and Partial Dependence

Plots (PDPs), as well as Counterfactual Analysis to interpret and demystify black-box models commonly used in business settings, such as finance, marketing, HR, and operations. Students will focus on real-world applications to make AI models transparent and interpretable, foster trust, and integrate human feedback through a human-in-the-loop approach. This course also explores the explainability-accuracy tradeoff, and robustness analysis to ensure responsible AI adoption. By the end of the course, students will be equipped to utilize XAI techniques to optimize business strategies, enhance model performance, and support ethical and data-driven decision-making across diverse business functions, ensuring AI-driven insights are both interpretable and actionable

Credit 1.5 units.

Typical periods offered: Spring

DAT 5561 Introduction to Python and Data Science

This course introduces the fundamentals of Python programming and offers an accessible entry point to data science for students with no prior coding experience. Python provides powerful capabilities for data manipulation, analysis, visualization, and optimization. The course is organized into two main units. The first unit covers the fundamentals of Python programming, equipping students with essential coding skills. The second unit focuses on data analytics, where students apply Python to explore, analyze, and visualize real-world datasets drawn from diverse domains such as finance, sports, and technology. By the end of the course, students will have both a foundational understanding of Python and practical experience applying it to solve data-driven problems while creating both static and dynamic visualizations. Students may not earn credit in both DAT 5561 and 6561.

Credit 3 units.

Typical periods offered: Fall, Spring

DAT 5562 Text Mining

Text data is everywhere—product reviews, social media posts, surveys, customer service chats, publications, and more. Organizations use text analytics to uncover consumer attitudes, track competitors, manage risk, improve customer relationships, and inform data-driven decisions in business or public policy. This course introduces students to natural language processing methods through hands-on projects that organize, summarize, and analyze textual data, with an emphasis on translating unstructured text into actionable insights. Students may not earn credit in both DAT 5562 and 6562.

Credit 1.5 units.

Typical periods offered: Fall, Spring

DAT 5563 Data Visualization for Business Insights

Data Visualization has become a core skill set to derive business insights in the data-rich business world. Organizations are expecting business analysts and managers to create and disseminate insightful visualizations. This course teaches students the necessary skill set to create insightful visualizations using Tableau to understand patterns prevalent in large datasets, which are otherwise difficult to comprehend. In particular, students will learn how to choose and create appropriate visualizations based on the following three criteria: 1. Who's the audience looking at the visualization? 2. What is the nature of the business goal (descriptive, predictive, or prescriptive)? 3. What is the data (categorical, numerical, time series, etc.)? The course exposes students to prevalent business applications of data visualization in different domains (customer analytics, supply chain analytics, healthcare analytics, and finance, for example). Upon completing this course, students will know how to create insightful dashboards and other visualizations for different audiences according to specified goals. Students may not earn credit for both DAT 5563 and DAT 6563.

Credit 1.5 units.

Typical periods offered: Fall, Spring

DAT 5564 Database Design and SQL

Databases are at the foundation of every organization's information strategy. Understanding the structure of databases and mastering the tools needed to analyze data are essential skills in any role. The tools developed in this course assist students with implementing a company's data management strategy and developing well-grounded analytical recommendations. In this course, we concentrate on understanding how data is structured in relational databases. The focus of this course is on Structured Query Language (SQL) as the primary tool to extract data for managerial reports and for advanced analytical models. Practical experience with current relational database software is developed throughout the course. Students may not earn credit in both DAT 5564 and DAT 6564.

Credit 1.5 units.

Typical periods offered: Fall, Spring, Summer

DAT 5565 Deep Learning for Prediction of Business Outcomes

Deep learning enables organizations to analyze unstructured data such as text, images, and video—more effectively, making it a vital skill for business analysts and managers. This course explores how deep learning can be applied to solve business challenges in today's data-rich environment, where most organizational data is unstructured (e.g., text, images, video). Students will learn to design, train, and optimize deep learning models using Python libraries such as TensorFlow Keras. Topics include neural network foundations, dense neural networks, convolutional and recurrent neural networks, self-supervised learning, and their applications across domains such as marketing, customer analytics, financial risk prediction, supply chain, and healthcare. By the end of the course, students will be equipped to apply deep learning methods to extract insights and improve business decision-making. Students may not earn credit in both DAT 5565 and 6565.

Credit 1.5 units.

Typical periods offered: Fall, Spring

DAT 5566 Big Data and Cloud Computing

The growth in available data is a challenge to many companies. This presents an opportunity for companies to conquer the vast and various data available to them. The growth in data includes traditional structured data, as well as unstructured data created by both people and machines. Analysts need to be comfortable with the new technologies and tools that are being developed to store, retrieve, analyze, and report, using the vast data resources available. This course introduces students to the technologies currently deployed to overcome the challenges of Big Data. Students may not earn credit in both DAT 5566 and DAT 6566.

Credit 1.5 units.

Typical periods offered: Fall, Spring

DAT 5567 Prescriptive Analytics

This course covers the main types of optimization models - linear, integer, and non-linear programs - as they apply to decision-making in various business functional areas. Upon successful completion, students will demonstrate competency in formulating and solving optimization models of real-life complexity using state-of-the-art tools in Python alongside Excel's Solver. The course emphasizes proficiency in model-building and using software tools rather than theory. Students may not earn credit in both DAT 5567 and DAT 6567.

Credit 1.5 units.

Typical periods offered: Fall

DAT 5571 Introduction to Cybersecurity

This course offers a comprehensive introduction to cybersecurity, equipping students with the concepts and perspectives needed to understand today's cybersecurity threat landscape and defense strategies. The course emphasizes risk management and governance, and frames information and cybersecurity as strategic business enablers. Students will engage in hands-on labs, structured exercises, and case-study analyses to explore real-world attack vectors (e.g., phishing, malware, ransomware, insider threats), common vulnerabilities, and layered defense techniques. The course also covers security frameworks and standards, incident response fundamentals, and the interplay between technical controls and policy.

Credit 1.5 units.

Typical periods offered: Spring

DAT 5668 Agentic AI: Autonomous Decision-Making

Agentic AI represents the next frontier of artificial intelligence, moving beyond content generation to autonomous action. This course explores how to build and manage AI agents that combine deep learning with reinforcement learning to navigate complex business environments. Students will learn how these agents perceive unstructured data (images, text, customer reviews, and video) to make high-stakes, sequential decisions without constant human intervention. We will analyze how leading-edge organizations deploy agentic workflows in resource management, such as autonomous warehouse optimization and self-correcting inventory systems, and in finance for real-time dynamic pricing. As companies shift toward autonomous operations, this course prepares business analysts and managers to design, evaluate, and lead AI agents that solve real-world problems.

Credit 1.5 units.

Typical periods offered: Fall, Spring

DAT 6550 Machine Learning Tools for Prediction of Bus Outcomes

Machine Learning deals with algorithmic learning from data to predict the future. This course emphasizes data situations that students are likely to face in marketing, finance, manufacturing, and other business domains. Students will analyze business datasets using various advanced analytic techniques such as logistic regression, decision trees, random forest, stochastic gradient boosting, ensembles, and clustering, etc. The focus of the course lies in the conversion of raw business data into robust, actionable predictions for decision-making. Students may not earn credit in both DAT 5550 and 6550.

Credit 3 units.

Typical periods offered: Spring, Summer

DAT 6551 Strategic Decision Making With Data Analytics

This course combines data, statistical methods, and computation to gain insights and make useful inferences and predictions. This course will take a holistic approach to help you understand the critical elements of data science, from data collection and exploratory data analysis to modeling, evaluation, communication of results, and analysis. You will be discussing case studies, understanding the coding process, and hearing from industry experts to give you a hands-on experience with the data science process. Throughout the course, we will emphasize critical analytical thinking skills, data ethics, and data understanding. By the end of the course, you will be able to use data and reproducible data science methods to answer questions and guide decision-making. Students may not earn credit for both DAT 5410 and DAT 6551.

Credit 1.5 units.

Typical periods offered: Spring

DAT 6561 Introduction to Python and Data Science

This course introduces the fundamentals of Python programming and offers an accessible entry point to data science for students with no prior coding experience. Python provides powerful capabilities for data manipulation, analysis, visualization, and optimization. The course is organized into two main units. The first unit covers the fundamentals of Python programming, equipping students with essential coding skills. The second unit focuses on data analytics, where students apply Python to explore, analyze, and visualize real-world datasets drawn from diverse domains such as finance, sports, and technology. By the end of the course, students will have both a foundational understanding of Python and practical experience applying it to solve data-driven problems while creating both static and dynamic visualizations. Students may not earn credit in both DAT 5561 and 6561.

Credit 3 units.

Typical periods offered: Fall

DAT 6562 Text Mining

Text data is everywhere—product reviews, social media posts, surveys, customer service chats, publications, and more. Organizations use text analytics to uncover consumer attitudes, track competitors, manage risk, improve customer relationships, and inform data-driven decisions in business or public policy. This course introduces students to natural language processing methods through hands-on projects that organize, summarize, and analyze textual data, with an emphasis on translating unstructured text into actionable insights. Students may not earn credit in both DAT 5562 and 6562.

Credit 1.5 units.

Typical periods offered: Fall, Summer

DAT 6563 Data Visualization for Business Insights

Data Visualization has become a core skill set to derive business insights in the data-rich business world. Organizations are expecting business analysts and managers to create and disseminate insightful visualizations. This course teaches students the necessary skill set to create insightful visualizations using Tableau to understand patterns prevalent in large datasets, which are otherwise difficult to comprehend. In particular, students will learn how to choose and create appropriate visualizations based on the following three criteria: 1. Who's the audience looking at the visualization? 2. What is the nature of the business goal (descriptive, predictive, or prescriptive)? 3. What is the data (categorical, numerical, time series, etc.)? The course exposes students to prevalent business applications of data visualization in different domains (customer analytics, supply chain analytics, healthcare analytics, and finance, for example). Upon completing this course, students will know how to create insightful dashboards and other visualizations for different audiences according to specified goals. Students may not earn credit for both DAT 5563 and DAT 6563.

Credit 1.5 units.

Typical periods offered: Fall

DAT 6564 Database Design and SQL

Databases are at the foundation of every organization's information strategy. Understanding the structure of databases and mastering the tools needed to analyze data are essential skills in any role. The tools developed in this course assist students with implementing a company's data management strategy and developing well-grounded analytical recommendations. In this course, we concentrate on understanding how data is structured in relational databases. The focus of this course is on Structured Query Language (SQL) as the primary tool to extract data for managerial reports and for advanced analytical models. Practical experience with current relational database software is developed throughout the course. Students may not earn credit in both DAT 5564 and DAT 6564.

Credit 1.5 units.

Typical periods offered: Fall, Spring

DAT 6565 Deep Learning for Business Analytics

Deep learning enables organizations to analyze unstructured data such as text, images, and video—more effectively, making it a vital skill for business analysts and managers. This course explores how deep learning can be applied to solve business challenges in today's data-rich environment, where most organizational data is unstructured (e.g., text, images, video). Students will learn to design, train, and optimize deep learning models using Python libraries such as TensorFlow Keras. Topics include neural network foundations, dense neural networks, convolutional and recurrent neural networks, self-supervised learning, and their applications across domains such as marketing, customer analytics, financial risk prediction, supply chain, and healthcare. By the end of the course, students will be equipped to apply deep learning methods to extract insights and improve business decision-making. Students may not earn credit in both DAT 5565 and 6565.

Credit 1.5 units.

Typical periods offered: Fall, Summer

DAT 6566 Big Data and Cloud Computing

The growth in available data is a challenge to many companies. This presents an opportunity for companies to conquer the vast and various data available to them. The growth in data includes traditional structured data, as well as unstructured data created by both people and machines. Analysts need to be comfortable with the new technologies and tools that are being developed to store, retrieve, analyze, and report, using the vast data resources available. This course introduces students to the technologies currently deployed to overcome the challenges of Big Data. Students may not earn credit in both DAT 5566 and DAT 6566.

Credit 1.5 units.

Typical periods offered: Fall, Summer

DAT 6567 Prescriptive Analytics

This course covers the main types of optimization models - linear, integer, and non-linear programs - as they apply to decision-making in various business functional areas. Upon successful completion, students will demonstrate competency in formulating and solving optimization models of real-life complexity using state-of-the-art tools in Python alongside Excel's Solver. The course emphasizes proficiency in model-building and using software tools rather than theory. Students may not earn credit in both DAT 5567 and DAT 6567.

Credit 1.5 units.

Typical periods offered: Fall, Spring, Summer

DAT 6570 R and Statistics

This course introduces students to the fundamentals of R programming with a focus on statistical analysis and modeling. Students will develop practical skills in R by working with arithmetic and logical operators, vectors, data structures, and control statements (e.g., if statements, loops, and functions). The course covers probability, inferential statistical methods, and linear regression, with emphasis on preparing and analyzing datasets for data-driven decision-making. By framing learning around key questions ranging from understanding R syntax and functions to applying regression models, students gain both conceptual knowledge and hands-on experience. By the end of the course, students will be equipped to use R for statistical analysis, data manipulation, and modeling in business and analytics contexts. Students may not earn credit in both DAT 5570 and 6570.

Credit 1.5 units.

Typical periods offered: Fall, Summer

Finance

FIN 5017 Quantitative Risk Management

Risk management is an increasingly important, but often misunderstood, aspect of corporate financial policy. This course is designed to provide solid theoretical and technical foundations for financial risk management with applications to a variety of different industries and firms. Measures of risk, regulatory requirements for risk control, and risk management strategies employing derivative securities against market and credit risks will be analyzed. In addition, risk management methods and tools that are commonly used in practice will be introduced.

Credit 3 units.

Typical periods offered: Fall, Spring

FIN 5018 Topics in Quantitative Finance

The main objective of this course is to familiarize students with the current cutting-edge techniques implemented by the quantitative finance industry. The contents of this course can vary from year to year. Topics may include risk management, statistical arbitrage, and derivative pricing and hedging. Some practical projects may be used for implementation of these techniques. This course is only open to MSFQ students in their last semester and Financial Engineering majors who have taken ESE 427.

Credit 1.5 units.

Typical periods offered: Fall, Spring

FIN 5019 CFAR Practicum

The CFAR Practicum provides consulting project opportunities for WAM, Fintech, Quant, and MBA Finance students. Students work in teams to complete a project with a company, developing sophistication in the transfer of cutting-edge financial techniques putting the academic environment into practice. Faculty advisors help teams manage the relationships with clients and make the bridge between the academic tools the students have learned and the practical projects provided by the companies. Students' grades are based on deliverables throughout the semester including the final presentation at the conclusion of the project. MSFC students can only take this course in their final semester by those who have not taken MGT 5515 or MGT 5022. MBA students can take this course any semester after their first. Dropping this course after being introduced to a client may have an adverse impact on your ability to register for CEL courses in the future.

Credit 3 units.

Typical periods offered: Fall, Spring

FIN 5020 Financial Markets - Institutions, NYC Immersion

Examination of major financial institutions and markets in which they participate. Key institutions include corporate and investment banking, hedge funds, private equity firms, venture capital firms, fund management, and private wealth management. Markets covered include stocks and bonds, forex trading, and derivatives. Lectures by instructor set the stage for talks by practitioners in these institutions and markets. Emphasis placed on current trends and future prospects in each institutional area and markets in which they participate, and how these relate to the global economy, especially in context of global financial crises.

Credit 3 units.

Typical periods offered: Spring

FIN 5023 Venture Capital Methods

This course provides basic terminology and tools used in evaluating early-stage venture investing. The course will also cover the history of venture capital and discuss the different strategies a venture capital firm can use. The course will use case studies and outside speakers to provide overviews of certain aspects of the venture capital industry, including investment strategies and VC firm operations. Students may not earn credit in both FIN 5023 and FIN 6023.

Credit 1.5 units.

Typical periods offered: Fall, Spring

FIN 5024 Venture Capital Practice

This capstone course offers students interested in early-stage investing an immersive experience in angel and early-stage investment practices within private companies. Collaborating with professionals in the St. Louis community, students engage in activities spanning from identifying potential investment opportunities to closing deals, gaining practical skills essential for the field.

Credit 1.5 units.

Typical periods offered: Fall, Spring

FIN 5025 Private Equity - Methods

This course will provide the student with an understanding of the basic terminology, due diligence, and analytical methodologies critical to evaluating Private Equity investments. The course will also cover the history of Private Equity and the different roles of Private Equity - growth capital, LBO/MBQ, Roll-Up, etc., in the evolution of the firm.

Private Equity funds in the context of the overall market (strategic vs. financial acquirers) will be discussed, as will be the role of leveraged lending and bank financing of financial sponsors. Private Equity as an investment and its role in portfolio construction will be analyzed.

Finally, the legal structure of Private Equity funds in the context of firm control and governance will be reviewed. Enrollment for law students is controlled by the law school registrar. Reach out to registrar@wulaw.wustl.edu for assistance. Students may not earn credit in both FIN 5025 and FIN 6025.

Credit 1.5 units.

Typical periods offered: Fall, Spring

FIN 5026 Private Equity - Practice

This course is the capstone for students interested in pursuing careers in private equity. Students will develop practical skills for investing in private companies. Students will partner with professionals in the St. Louis community to perform various activities, including transaction sourcing, evaluating investment opportunities and, where appropriate, negotiating, arranging financing, and closing investments. The course also heavily relies on bringing in professionals from the local community to provide real-world perspectives on private equity investing.

Credit 1.5 units.

Typical periods offered: Fall, Spring

FIN 5110 Fintech Practicum

In partnership with Olin's Center for Finance and Accounting Research, the CFAR Practicum (Fintech) enables Fintech Analytics and Full-Time MBA students to engage in consultative, client-engaged projects that apply quantitative and statistical methods to complex, real-world financial problems. Working in teams with client organizations, students undertake projects requiring rigorous modeling, data analysis, and quantitative decision-making, translating advanced academic techniques into actionable, decision-relevant insights under real constraints. Faculty advisors guide teams in ensuring analytical rigor while connecting academic models to practical financial decisions faced by organizations.

Credit 3 units.

Typical periods offered: Fall, Spring

FIN 5111 Quantitative Finance Practicum

In partnership with Olin's Center for Finance and Accounting Research, the CFAR Practicum (Quantitative Finance) enables Quantitative Finance and Full-Time MBA students to apply quantitative and statistical methods to complex, real-world financial problems. Working in teams with client organizations, students engage in projects requiring rigorous modeling, data analysis, and quantitative decision-making, translating advanced academic techniques into actionable insights under real constraints. Faculty advisors guide teams in ensuring analytical rigor and connecting academic models to practical financial decisions.

Credit 3 units.

Typical periods offered: Fall, Spring

FIN 5112 Wealth & Asset Management Practicum

In partnership with Olin's Center for Finance and Accounting Research, the CFAR Practicum (Wealth & Asset Management) enables Wealth & Asset Management and Full-Time MBA students to engage in consultative, client-engaged projects focused on real-world wealth and asset management challenges. Working in teams with client organizations, students apply financial analysis, portfolio concepts, and investment frameworks to support decision-making related to asset allocation, risk management, performance evaluation, and client objectives. Faculty advisors guide teams in ensuring analytical rigor while connecting academic finance tools to the practical demands of professional wealth and asset management practice.

Credit 3 units.

Typical periods offered: Fall, Spring

FIN 5113 Corporate Finance Practicum

In partnership with Olin's Center for Finance and Accounting Research, the CFAR Practicum (Corporate Finance) provides Corporate Finance and Full-Time MBA students with consultative, client-engaged experiential project opportunities that apply advanced corporate finance concepts to real organizational challenges. Students work in teams with client organizations on projects involving financial analysis, valuation, capital structure, investment decision-making, or financial planning, translating academic frameworks into practical, decision-relevant recommendations that inform real financial decisions. Faculty advisors support teams by guiding client engagement and helping bridge academic finance tools with the applied demands of real-world corporate finance projects.

Credit 3 units.

Typical periods offered: Fall, Spring

FIN 5115 Wealth Management Tools and Ethics

The purpose of this course for Wealth Management is to "Put it all Together". This is a mini course that will combine all the elements of the previous courses in security analysis, investment theory, accounting and behavioral finance by providing students with the opportunity to apply these skills in actual wealth and portfolio management scenarios. This will be accomplished through case studies and training in the investment industry software and the Bloomberg terminals. The Code of Ethics of the Chartered Financial Analyst Institute will be taught, and this will aid in preparation for ethics section of the CFA exams. The course is designed for the MS Wealth Management student who will need to understand how to apply investment and wealth advisory and management tools. It will prepare those who seek portfolio management positions in the institutional investment field and those who seek wealth advisory skills. The student will learn how to apply the knowledge gained in wealth and investment management to actual situations. The course will cover these topics over seven weeks: These ethics are applied globally

in the investment industry. 1. Devising an appropriate Investment Policy Statement for a wealth management client. 2. Assessing the Risk Profile of the investor and creating a Risk Profile that will guide investment decision making. 3. Based on the above an Asset Allocation is determined by Efficient Frontier and Investment Ranges by Asset Class. This is the most important decision in the investment process which is demonstrated in the course work. 4. Changes in Asset Allocation will be explored by modeling software programs. Appropriate portfolios are constructed and solutions put forward.

5. The students will work out solutions to investment scenarios in a series of case studies. 6. Security analysis and recommendations will be made using all the equity and fixed income tools at the students' disposal including the Bloomberg terminals, Morningstar and S&P Global IQ and other systems. Students working in small teams make presentations on PowerPoint to the class as they would in an investment firm setting. To enhance their training the students will work through modules to earn a Bloomberg Market Concepts Certificate which is valuable for resume building. 7. CFA Code of Ethics training modules and case studies will prepare students to take the CFA exams and work in this highly regulated industry.

Credit 1.5 units.

Typical periods offered: Spring

FIN 5203 Financial Management

Students will learn the basic tools and concepts to analyze corporate financial decisions, understand how a company's decisions affect shareholder value, and identify which decisions can increase it. Firms create value by earning more than their investors could expect to earn on comparable investments in the financial markets. We will therefore study basic principles of investing, including the time value of money and the relationship between risk and expected return. We then use these lessons to learn how to estimate a firm's cost of capital and how to value assets based on their projected future cash flows. Students will learn to apply this framework to value financial securities like stocks and bonds, corporate investment projects, and entire firms. We will also study how firms' financing decisions, such as the choice between debt and equity capital, affect shareholder value and risk. Students may not earn credit in both FIN 5203 and FIN 6203.

Credit 3 units.

Typical periods offered: Fall

FIN 5232 Mergers & Acquisitions

This course focuses on identifying ways to increase firm value through mergers and acquisitions (M&A). We will survey the drivers of success and failure in M&A transactions, develop your skills in deal design, explore the deal process, and develop LBO and merger models similar to those used by investment bankers. Other topics addressed in the course include M&A regulation, the sell-side and buy-side M&A process, valuations, takeover strategies and antitakeover defenses, structuring transactions to minimize tax consequences, the acquisition method of accounting, merger arbitrage, and auction vs. negotiation sale processes. Students may not earn credit in both FIN 5232 and FIN 6232.

Credit 1.5 units.

Typical periods offered: Fall, Spring

FIN 5240 Options and Futures

Introduces the derivative markets with a focus on options and futures. Covers forward and futures pricing, and the use of futures contracts to hedge risk. Discusses option valuation primarily through binomial models. Students may not earn credit in both FIN 5240 and FIN 6240.

Credit 1.5 units.

Typical periods offered: Fall, Spring, Summer

FIN 5241 Derivative Securities

Covers Black-Scholes option pricing model. Provides an in-depth analysis of valuation and trading strategies for options and other derivative securities. Potential applications could include hedging, swaps, index arbitrage, corporate decision making, and financial market innovation. Students may not earn credit in both FIN 5241 and FIN 6241.

Credit 1.5 units.

Typical periods offered: Fall, Spring

FIN 5250 Fixed Income Securities

This course analyzes investment in bonds and related fixed-income instruments. Major topics are bonds, interest rate risk, and related securities. Bond topics include yield curves and forward interest rates. Risk analysis covers duration, convexity, and immunization. Students may not earn credit in both FIN 5250 and FIN 6250.

Credit 1.5 units.

Typical periods offered: Spring

FIN 5260 Risk Management

Risk management is an increasingly important, but often misunderstood, aspect of corporate financial policy. This course will analyze the whys and hows of financial risk management. The first half of the course will answer the question: Why should firms manage risk? The analysis will draw upon the theory of corporate finance to show how taxes, bankruptcy costs, and the costs of external finance can make risk management a value enhancing activity, and to understand the integration of risk management and corporate financial policy more generally. This underlying theory will be applied to the analysis of risk management issues in a variety of different industries and firms. The second half of the course will answer the question: How should firms manage risk? Risk management strategies employing exchange traded and over-the-counter derivatives such as futures, forwards, options, and swaps on fixed income securities, commodities, foreign currencies, and equities will be analyzed. If time permits, additional topics may be covered, potentially including credit risk, operational risk, settlement risk, and systemic risk. The course will include a rigorous analysis of the relevant theory, but will also emphasize application of this theory through classroom examples, homework problems, and cases.

Credit 1.5 units.

Typical periods offered: Fall, Spring

FIN 5270 Financial Markets and Institutions

The Financial Crises of 2007-2009 and 2020 have highlighted the crucial role of financial markets and institutions in maintaining the health of our economy. This course explores the roles of banks and shadow banks in channeling funds from lenders to borrowers, the impact of asymmetric information, the dynamics of financial crises, and the role of central banks in conducting monetary policy and promoting financial stability. The course combines theory and practice. Students may not earn credit in both FIN 5270 and FIN 6270.

Credit 1.5 units.

Typical periods offered: Fall, Spring

FIN 5280 Investments Praxis

In this course, students serve as managers of a portfolio, the Investment Praxis Fund, which is owned by the university. Students analyze investment opportunities in various industries and present recommendations to the class for possible purchases or sales of stocks, consistent with the style and objectives of the fund. Valuation tools, financial statement analysis and investment techniques are emphasized as part of a thorough analysis. The course focus is on developing and implementing investment ideas.

Credit 3 units.

Typical periods offered: Fall, Spring

FIN 5300 International Finance

Measuring and hedging exposures to exchange rate fluctuations is a central topic of this course. The relationships among spot and forward exchange rates, interest rates, and inflation rates are described. Additional topics include capital budgeting for international projects, international capital markets, and international portfolio diversification. Students may not earn credit in both FIN 5300 and FIN 6300.

Credit 1.5 units.

Typical periods offered: Fall, Summer

FIN 5315 ESG Investing

The objective of this course is to help you develop a working knowledge of ESG investing, a new frontier in asset management. Topics covered will include a description of the environmental, social, and governance characteristics of public companies; the regulatory environment and global trends in regulation; the stewardship and engagement functions; and the role of ESG integration in security selection and portfolio management. The coverage of topics will be supplemented with exercises that use information from MSCI, Sustainalytics, and the Bloomberg information system. Students may not earn credit in both FIN 5315 and FIN 6315.

Credit 1.5 units.

Typical periods offered: Fall, Spring

FIN 5320 Investment Theory

This course covers the theory of risk and return in capital markets. Topics covered include the CAPM and factor models of asset pricing, measures of mutual fund performance evaluation, interest rates, and fixed income securities. Students may not earn credit in both FIN 5320 and FIN 6320.

Credit 1.5 units.

Typical periods offered: Fall, Spring, Summer

FIN 5321 Data Analysis for Investments

The objective is to obtain an in-depth understanding of major empirical issues in investments and to develop implementation skills. Based on recent advances, students are required to learn the facts, theories, and associated statistical tools for analyzing financial data with Python, along with optional tutorials and code in R and MATLAB. The topics include portfolio optimization, factor models, factor investing, Bayesian and shrinkage estimations, principal analysis, predictability, big data tools, asset allocation, stock screening, performance evaluation, anomalies, limits to arbitrage, behavioral finance, and the Black-Litterman model. Students may not earn credit in both FIN 5321 and FIN 6321.

Credit 1.5 units.

Typical periods offered: Fall, Spring

FIN 5322 Advanced AI in Finance

The objective of this course is to learn the theory and practice of AI from the point of view of a Finance practitioner. We will begin by understanding Algorithms and their importance in the context of scarce computational resources. Next, we will cover advances in Deep Learning and Neural Networks. We will study Transformer Architecture and its application to LLMs. We will learn to deploy AI models in the Cloud. We will understand the limitations and nuances of AI, especially in social context. Once we have learned the fundamentals of AI, we will apply our knowledge to solve Finance problems. We will develop a Finance Chat-bot and apply ML to rate bonds. Finally, we will hear from researchers working at the frontier of AI in Magnificent

seven Tech companies, as well as from traditional Finance practitioners from Wall Street. These guest lectures will help us understand, among other things, how AI is changing the expectations in working for Silicon Valley and Wall Street.

Credit 1.5 units.

Typical periods offered: Fall

FIN 5323 Seminar in AI-Driven Finance

The course provides students with an opportunity to delve deep into one aspect of AI-driven finance and write an extensive paper on this topic. Project topics will change year to year because this is an extremely fast developing field but will focus on applications of AI to problems in finance. The course allows students to interact with the frontier of financial AI in an experiential learning format under the guidance of faculty who are experts in the field. The paper must include an analytical component as well as data analysis and may be one of the following: research paper analyzing data and testing an hypotheses related to AI in finance; proposal for an AI-driven finance startup, from initial pitch to minimum viable product (MVP) and 2-year plan, that uses technological advances in LLMs into finance; or any other topic with approval of the instructors.

Credit 3 units.

Typical periods offered: Spring

FIN 5330 Valuing Strategic Corporate Investments

This is an applied course in capital budgeting under uncertainty and flexibility. Traditional NPV analysis assumes that corporate investments are now or never and that they are irreversible. However, most corporate projects have a great deal of flexibility in their timing, scale, etc. Our goal is to develop more advanced capital budgeting skills so that students may attack real-world corporate investment decisions in a sophisticated way. More specifically, the objective of the course is to develop an in-depth understanding of real option theory and the associated implementation skills in real-world applications. The theoretical tools include binomial models, the Black-Scholes model, and Monte Carlo simulations. The application topics cover all types of typical real options, cases of leasing, R&D, takeover, market expansion, staged investments, and multiple project uncertainties, ranging from standard European and American options to compound and rainbow options.

Credit 1.5 units.

Typical periods offered: Spring

FIN 5331 Financial Technology for Managers: Oversight, Cybersecurity and Regulation

This will serve as a basic course in a field experiencing fast-evolving technological developments. Students will receive an overview of rapidly changing developments in digital financial technology and learn how to manage technology and providers. The course exposes students to critical thinking skills for analyzing, adopting, implementing, and adjusting the use of fintech within an established business. The goal is managerial oversight in scope.

Credit 1.5 units.

Typical periods offered: Spring

FIN 5340 Advanced Corporate Finance I - Valuation

This course considers issues faced by corporate financial managers in valuing projects, divisions, and entire companies. The prime focus is on assessing the profitability of different business alternatives in a forward-looking sense. The impact of financing decisions on the valuation of business alternatives is explicitly considered. Also covered is an introduction to measuring the role of flexibility inherent

in business alternatives. The course is hands-on and heavily focuses on the direct application of the theory and the development of spreadsheet modeling skills. Students may not earn credit in both FIN 5340 and FIN 6340.

Credit 1.5 units.

Typical periods offered: Fall, Spring, Summer

FIN 5341 Advanced Corporate Finance II - Financing

The purpose of this course is to provide an understanding of the financing decisions corporations make. While ACF I focused on firms' investment decisions, this course focuses on how firms fund those investments, raise capital, and return capital to investors. By the end of the course, you should be able to articulate how a variety of market frictions, including taxes, financial distress costs, asymmetric information, and agency conflicts, affect firms' financing decisions, and how these financing decisions interact with investment decisions. The course content is designed to balance theory, computation, and application through a combination of lectures, case discussions, and practice problems. Students may not earn credit in both FIN 5341 and FIN 6341.

Credit 1.5 units.

Typical periods offered: Fall, Spring

FIN 5342 ACF3: Corporate Financial Strategy

ACF3 will introduce students to advanced topics in corporate finance. These include advanced topics in valuation, corporate governance, financing, risk management, and capital budgeting, among others. The specific topic will vary from year to year based on current business trends and faculty expertise. The course will introduce the latest research in the specific area and highlight applications through case analysis.

Credit 1.5 units.

Typical periods offered: Spring, Summer

FIN 5360 Financial Issues in Leasing

This course is devoted to studying the various elements that are involved in identifying leasing opportunities and structuring a lease. Topics to be covered include the legal and financial structure of a lease, options embedded in lease agreements, accounting and tax issues related to leases, and the marketing and negotiation of leases.

Credit 1.5 units.

Typical periods offered: Spring

FIN 5370 Advanced Derivative Securities

This course focuses on implementation of models for pricing and hedging derivative securities in the equity, currency, and fixed-income markets. Students will learn to write programs to implement the Black-Scholes model, binomial models, Monte-Carlo methods and finite-difference methods. The derivatives studied will include exotic equity and currency derivatives and caps, floors and swaptions. The goals of the course are to learn more about the various instruments that are traded, the various assumptions and methods that may be chosen in modeling them, and the importance of the assumptions in determining the prices and hedges that are chosen. The course will be especially useful to students pursuing careers in sales and trading who will interact with research departments and students pursuing careers in asset management.

Credit 3 units.

Typical periods offered: Spring

FIN 5380 Stochastic Foundations for Finance

This is a foundations course, which is designed as a prerequisite to FIN 539, Mathematical Finance. It is therefore mainly designed for students in the Masters in Finance program who aim at quantitative positions in investment banks, hedge funds and consulting firms. While financial examples will be given, the primary focus will be on stochastic process and stochastic calculus theory. Students interested in applications of the theory are expected to take follow-on courses. Topics to be covered include: general probability theory; Brownian motion and diffusion processes; martingales; stochastic calculus including Ito's lemma; and jump processes.

Credit 1.5 units.

Typical periods offered: Fall, Spring

FIN 5390 Mathematical Finance

This course covers core mathematical finance tools using dynamic choice theory, with a focus on investments and asset pricing. These tools are especially useful in dynamic environments, and variants of the tools are used in machine learning applications. The main tools developed are dynamic programming and the one-shot approach. The tools are useful for thinking about choices, even if computations will not be done.

Credit 1.5 units.

Typical periods offered: Spring

FIN 5400 Real Estate Finance

This course provides a broad introduction to real estate finance and investments. Topics include both equity and debt. We begin with an overview of real estate markets in the United States. On the equity side students will be introduced to the fundamentals of real estate financial analysis, including pro forma analysis and cash flow models, and elements of mortgage financing and taxation. Ownership structures, including individual, corporate, partnerships and REITS will also be covered. On the debt side, we examine a number of financing tools in the context of the evolution of the secondary mortgage market, both residential and commercial. Those wishing to pursue more advanced topics in real estate finance could follow this course with Fixed Income and Mortgage-Backed Securities.

Credit 1.5 units.

Typical periods offered: Spring

FIN 5501 Legal, Compliance and Taxation Aspects of Wealth Management

The course will cover topics in law, compliance, risk management and taxation in wealth management at both the firm and client level. Topics covered include firm regulation; advisor compliance licensing and education; firm risk management; ethics; and taxation of client assets as relates to wealth planning and related firm services required. At the conclusion of this course students will understand the major management issues involved in running a wealth management firm, the obligations of an advisor and the major non-investment considerations for clients of wealth management firms.

Credit 1.5 units.

Typical periods offered: Fall

FIN 5502 Wealth Management - Practice

The course will help students to apply the many holistic concepts of Wealth Management by reviewing topics covered in previous courses, and emphasizing the importance of synthesizing, communicating and executing the various planning strategies used to meet the individual needs of clients. Students will be split into small groups; each group will receive a distinct client case study in the first class, and each group will develop a wealth management plan over the course of the semester to be presented to a hypothetical client in the last class. Every class will review planning topics including investment concepts,

estate planning, tax management, insurance planning, retirement funding and education funding with a focus on practical application that will inform the recommendations in the wealth management plans.

Credit 1.5 units.

Typical periods offered: Fall, Spring

FIN 5503 Endowments, Foundations and Philanthropy

The course will cover topics in endowment and foundation governance, grant making and investment management as well as fundamentals of philanthropic giving at both the foundation and personal levels. Topics covered include investment policy statements, spending policies, portfolio construction, giving priorities, socially-responsible/environmental-social-governance investing, impact investing, program related investments, and tax considerations.

Credit 1.5 units.

Typical periods offered: Fall, Spring

FIN 5504 Hedge Fund Strategies

This course provides both an overview of hedge funds and an in-depth analysis of their trading strategies. Topics covered include structure, incentives, and performance evaluation of hedge funds, regulatory and taxation aspects of hedge funds, common trading strategies of hedge funds (e.g., market-neutral, global macro, forex, activism, and event-driven), and academic evidence on the performance and influence of hedge funds. Students may not earn credit in both FIN 5504 and FIN 6504.

Credit 1.5 units.

Typical periods offered: Fall, Spring

FIN 5505 Behavioral Finance

The course will cover topics in behavioral finance, a field of finance that applies psychology to the decisions of investors and corporate managers. Topics covered include prospect theory and non-expected utility preferences, behavioral biases and heuristics, limits to arbitrage, anomalies and their behavioral explanations, bubbles and their behavioral explanations, behavioral biases of individual vs. professional traders, and behavioral corporate finance. The course will cover theoretical aspects, empirical and experimental evidence, and practical implications. Students may not earn credit in both FIN 5505 and FIN 6505.

Credit 1.5 units.

Typical periods offered: Fall, Spring

FIN 5506 Fintech: Methods and Practice

This is a 3-credit course offered to MSBA students in the fintech track. The course will provide an overview of financial technology, and it will cover specific topics in this area, including data-driven credit modeling, cryptocurrencies, digital wallets and blockchains, smart contracts, robo advising, high-frequency trading, crowd funding, and peer-to-peer lending. The course will also discuss regulatory aspects of fintech, covering different methods as well as practical applications.

Credit 3 units.

Typical periods offered: Spring

FIN 5507 Seminar in Financial Technology

This is a 3 credit course offered to MSBA students in the FinTech track. The course will provide students with an opportunity to delve deep into one aspect of financial technology and write an extensive paper on this topic. The paper needs to include an analytical component and may be either a research paper analyzing data and testing some hypotheses related to financial technology or an in-depth case study of a FinTech company or technology and their implications. Other topics may also be considered with the instructor's approval.

Credit 3 units.

Typical periods offered: Fall

FIN 5520 Fixed Income Derivatives

This is an advanced course in fixed income, focusing on risk-neutral model-based pricing of fixed-income securities. We will cover both analytic and Monte Carlo pricing of various types of fixed-income derivatives, including caps/floors and swaptions, in the context of key factor models of the swap term structure and LIBOR Market Model (LMM). Students will apply the theory in a practical group project by calibrating Bloomberg data to interest rate models. In addition, an introduction to the Local Volatility and Stochastic Volatility LMM (SABR) models, as well as the basic frameworks of structural and reduced-form credit-risk models, will be provided. We will briefly consider how to use these models to price various types of exotic interest rate derivatives, credit-risky bonds, and credit-default swaps commonly seen in practice. Practitioner-focused real-life applications and recent market developments (OIS, CVA) will also be discussed. Finally, a modeling bridge is introduced that connects the LIBOR-based framework to the SOFR-based derivatives.

Credit 1.5 units.

Typical periods offered: Spring

FIN 5550 Risk Management and Insurance

This course will provide an introduction to risk management and insurance. We will explore enterprise risk management broadly and learn what risk is and how it can be measured, managed, and/or mitigated. We will understand the different kinds of risk and the difference between insurance and hedging. Focusing especially on the issues of risk management from the perspectives of an insurance issuer and a corporate risk manager, we will study (i) the various insurance markets and the basics of how they operate and (ii) hedging commodity price risk, exchange rate risk, and interest rate risk using derivative contracts in financial markets. Students may not earn credit in both FIN 5550 and FIN 6550.

Credit 1.5 units.

Typical periods offered: Spring, Summer

FIN 5560 Quantitative Finance Projects

This course is offered to MSF students in the Quantitative Finance track, and it provides students with the opportunity to deeply delve into a topic in quantitative finance and write an extensive paper on the topic. Broadly speaking, topics include (but are not limited to) portfolio optimization; asset return forecasting; risk modeling; factor models of asset returns; derivative trading; and high-frequency trading. The paper must include an analytical component and may be one of the following: 1) a research paper analyzing data and testing hypotheses relating to quantitative finance and an in-depth case study of a company involved in quantitative finance; or 2) a paper on any other topic approved by the instructor. Students will work on projects in groups and will meet four times during the semester.

Credit 3 units.

Typical periods offered: Fall, Spring

FIN 5575 Introduction to Blockchain and Cryptocurrencies

Blockchain is a revolutionary technology that incorporates aspects of data science, economics, computer science, and law. The course allows students to obtain basic understanding of the blockchain technology and its applications to cryptocurrencies, smart contracts, and decentralized finance.

Credit 1.5 units.

Typical periods offered: Fall, Spring

FIN 5601 Research Methods in Finance

The course is designed to prepare students for independent research in finance by exploring methods and techniques in a manner that will allow the students to implement them correctly and efficiently. The curriculum will emphasize practical applications of empirical methods used in financial research and how to implement them. Students in the course will learn empirical methods in corporate finance and asset pricing; obtain basic knowledge and familiarity of the databases used in common finance research; get exposure to recent research in finance which applies the methods covered; and learn how to implement the methods covered using relevant programming languages.

Credit 3 units.

Typical periods offered: Fall, Spring

FIN 5901 Corporate Finance and Investments Industry Seminar

This course is designed to expose MBA students to the language, issues, and skill sets necessary for careers in corporate finance, investment banking, private equity and asset management. The primary intent of this course is to offer a detailed introduction to financial markets, as well as those people, companies and other institutions that participate in it as providers of capital, users of capital or the players that work to intermediate between these two.

Credit 0.5 units.

Typical periods offered: Fall, Spring

FIN 5902 Financial Industry Platform for MSFQ and MSFWAM Students

CFO is a customized career course for MS in Finance students pursuing industry opportunities upon graduation. The objective of the CFO course is to immediately prepare Olin MS Finance students to understand the complexity, challenges, skill-set acquisition and knowledge base necessary to successfully compete for full-time positions in the global financial marketplace. Meeting the objectives of the course, successful students will demonstrate outstanding strategic and tactical knowledge and skills, and build a customized foundation for establishment and management for their post MS Finance career.

Credit 0.5 units.

Typical periods offered: Fall, Spring

FIN 6023 Venture Capital Methods

This course provides basic terminology and tools used in evaluating early-stage venture investing. The course will also cover the history of venture capital and discuss the different strategies a venture capital firm can use. The course will use case studies and outside speakers to provide overviews of certain aspects of the venture capital industry, including investment strategies and VC firm operations. Students may not earn credit in both FIN 5023 and FIN 6023.

Credit 1.5 units.

Typical periods offered: Spring

FIN 6025 Private Equity Methods

This course will provide the student with an understanding of the basic terminology, due diligence, and analytical methodologies critical to evaluating Private Equity investments. The course will also cover the history of Private Equity and the different roles of Private Equity - growth capital, LBO/MBO, Roll-Up, etc., in the evolution of the firm.

Private Equity funds in the context of the overall market (strategic vs. financial acquirers) will be discussed, as will be the role of leveraged lending and bank financing of financial sponsors. Private Equity as an investment and its role in portfolio construction will be analyzed. Finally, the legal structure of Private Equity funds in the context

of firm control and governance will be reviewed. Enrollment for law students is controlled by the law school registrar. Reach out to registrar@wulaw.wustl.edu for assistance. Students may not earn credit in both FIN 5025 and FIN 6025.

Credit 1.5 units.

Typical periods offered: Spring

FIN 6203 Financial Management

Students will learn the basic tools and concepts to analyze corporate financial decisions, understand how a company's decisions affect shareholder value, and identify which decisions can increase it. Firms create value by earning more than their investors could expect to earn on comparable investments in the financial markets. We will therefore study basic principles of investing, including the time value of money and the relationship between risk and expected return. We then use these lessons to learn how to estimate a firm's cost of capital and how to value assets based on their projected future cash flows. Students will learn to apply this framework to value financial securities like stocks and bonds, corporate investment projects, and entire firms. We will also study how firms' financing decisions, such as the choice between debt and equity capital, affect shareholder value and risk. Students may not earn credit in both FIN 5203 and FIN 6203.

Credit 3 units.

Typical periods offered: Spring

FIN 6232 Mergers and Acquisitions

This course focuses on identifying ways to increase firm value through mergers and acquisitions (M&A). We will survey the drivers of success and failure in M&A transactions, develop your skills in deal design, explore the deal process, and develop LBO and merger models similar to those used by investment bankers. Other topics addressed in the course include M&A regulation, the sell-side and buy-side M&A process, valuations, takeover strategies and antitakeover defenses, structuring transactions to minimize tax consequences, the acquisition method of accounting, merger arbitrage, and auction vs. negotiation sale processes. Students may not earn credit in both FIN 5232 and FIN 6232.

Credit 1.5 units.

Typical periods offered: Fall

FIN 6240 Options and Futures

Introduces the derivative markets with a focus on options and futures. Covers forward and futures pricing, and the use of futures contracts to hedge risk. Discusses option valuation primarily through binomial models. Students may not earn credit in both FIN 5240 and FIN 6240.

Credit 1.5 units.

Typical periods offered: Summer

FIN 6241 Derivative Securities

Covers Black-Scholes option pricing model. Provides an in-depth analysis of valuation and trading strategies for options and other derivative securities. Potential applications could include hedging, swaps, index arbitrage, corporate decision making, and financial market innovation. Students may not earn credit in both FIN 5241 and FIN 6241.

Credit 1.5 units.

Typical periods offered: Fall

FIN 6250 Fixed Income Securities

This course analyzes investment in bonds and related fixed-income instruments. Major topics are bonds, interest rate risk, and related securities. Bond topics include yield curves and forward interest rates. Risk analysis covers duration, convexity, and immunization. Students may not earn credit in both FIN 5250 and FIN 6250.

Credit 1.5 units.

Typical periods offered: Summer

FIN 6270 Financial Markets and Institutions

The Financial Crises of 2007-2009 and 2020 have highlighted the crucial role of financial markets and institutions in maintaining the health of our economy. This course explores the roles of banks and shadow banks in channeling funds from lenders to borrowers, the impact of asymmetric information, the dynamics of financial crises, and the role of central banks in conducting monetary policy and promoting financial stability. The course combines theory and practice. Students may not earn credit in both FIN 5270 and FIN 6270.

Credit 1.5 units.

Typical periods offered: Fall

FIN 6300 International Finance

Measuring and hedging exposures to exchange rate fluctuations is a central topic of this course. The relationships among spot and forward exchange rates, interest rates, and inflation rates are described. Additional topics include capital budgeting for international projects, international capital markets, and international portfolio diversification. Students may not earn credit in both FIN 5300 and FIN 6300.

Credit 1.5 units.

Typical periods offered: Fall, Spring

FIN 6315 ESG Investing

The objective of this course is to help you develop a working knowledge of ESG investing, a new frontier in asset management. Topics covered will include a description of the environmental, social, and governance characteristics of public companies; the regulatory environment and global trends in regulation; the stewardship and engagement functions; and the role of ESG integration in security selection and portfolio management. The coverage of topics will be supplemented with exercises that use information from MSCI, Sustainalytics, and the Bloomberg information system. Students may not earn credit in both FIN 5315 and FIN 6315.

Credit 1.5 units.

Typical periods offered: Fall, Spring, Summer

FIN 6320 Investment Theory

This course covers the theory of risk and return in capital markets. Topics covered include the CAPM and factor models of asset pricing, measures of mutual fund performance evaluation, interest rates, and fixed income securities. Students may not earn credit in both FIN 5320 and FIN 6320.

Credit 1.5 units.

Typical periods offered: Spring

FIN 6321 Data Analysis for Investments

The objective is to obtain an in-depth understanding of major empirical issues in investments and to develop implementation skills. Based on recent advances, students are required to learn the facts, theories, and associated statistical tools for analyzing financial data with Python, along with optional tutorials and code in R and MATLAB. The topics include portfolio optimization, factor models, factor investing, Bayesian and shrinkage estimations, principal analysis, predictability, big data tools, asset allocation, stock screening, performance evaluation, anomalies, limits to arbitrage, behavioral finance, and the Black-Litterman model. Students may not earn credit in both FIN 5321 and FIN 6321.

Credit 1.5 units.

Typical periods offered: Summer

FIN 6340 Advanced Corporate Finance I - Valuation

This course considers issues faced by corporate financial managers in valuing projects, divisions, and entire companies. The prime focus is on assessing the profitability of different business alternatives in a forward-looking sense. The impact of financing decisions on the valuation of business alternatives is explicitly considered. Also covered is an introduction to measuring the role of flexibility inherent in business alternatives. The course is hands-on and heavily focuses on the direct application of the theory and the development of spreadsheet modeling skills. Students may not earn credit in both FIN 5340 and FIN 6340.

Credit 1.5 units.

Typical periods offered: Fall

FIN 6341 Advanced Corporate Finance II - Financing

The purpose of this course is to provide an understanding of the financing decisions corporations make. While ACF I focused on firms' investment decisions, this course focuses on how firms fund those investments, raise capital, and return capital to investors. By the end of the course, you should be able to articulate how a variety of market frictions, including taxes, financial distress costs, asymmetric information, and agency conflicts, affect firms' financing decisions, and how these financing decisions interact with investment decisions. The course content is designed to balance theory, computation, and application through a combination of lectures, case discussions, and practice problems. Students may not earn credit in both FIN 5341 and FIN 6341.

Credit 1.5 units.

Typical periods offered: Fall

FIN 6504 Hedge Fund Strategies

This course provides both an overview of hedge funds and an in-depth analysis of their trading strategies. Topics covered include structure, incentives, and performance evaluation of hedge funds, regulatory and taxation aspects of hedge funds, common trading strategies of hedge funds (e.g., market-neutral, global macro, forex, activism, and event-driven), and academic evidence on the performance and influence of hedge funds. Students may not earn credit in both FIN 5504 and FIN 6504.

Credit 1.5 units.

Typical periods offered: Summer

FIN 6505 Behavioral Finance

The course will cover topics in behavioral finance, a field of finance that applies psychology to the decisions of investors and corporate managers. Topics covered include prospect theory and non-expected utility preferences, behavioral biases and heuristics, limits to arbitrage, anomalies and their behavioral explanations, bubbles and their behavioral explanations, behavioral biases of individual vs. professional traders, and behavioral corporate finance. The course will cover theoretical aspects, empirical and experimental evidence, and practical implications. Students may not earn credit in both FIN 5505 and FIN 6505.

Credit 1.5 units.

Typical periods offered: Spring

FIN 6515 AI-Driven Finance

The 'AI-Driven Finance' course is a 6-week online program designed to equip Flex-MBA students with a basic understanding of how Artificial Intelligence (AI) is transforming the finance industry. This mini course covers foundational concepts, including machine learning, big data, algorithmic trading, and risk management, with a focus on ethical and regulatory considerations. It is meant to be accessible to a non-

technical audience. Students will experience AI through no-code / low-code user interfaces which grant them a high-level understanding of the key opportunities and challenges in leveraging AI for financial business solutions.

Credit 1.5 units.

Typical periods offered: Fall

FIN 6520 Financial Management

Students will learn in this class how the decisions of a company affect shareholder value and what decisions can increase it. To understand the perspectives of shareholders, we will study basic principles of investing: time value of money, valuation of debt and equity securities, discounted cash flow as a foundation for stock prices, the impacts of diversification and leverage on portfolio risk, the relationship between risk and expected return in securities markets, and capital market efficiency. We will use these principles to analyze capital investment decisions by estimating cash flows and discounting them at the appropriate cost of capital. We will also study how shareholder value is affected by a firm's financing decisions, such as the choice of using debt or equity capital.

Credit 3 units.

Typical periods offered: Spring

FIN 6550 Risk Management and Insurance

This course will provide an introduction to risk management and insurance. We will explore enterprise risk management broadly and learn what risk is and how it can be measured, managed, and/or mitigated. We will understand the different kinds of risk and the difference between insurance and hedging. Focusing especially on the issues of risk management from the perspectives of an insurance issuer and a corporate risk manager, we will study (i) the various insurance markets and the basics of how they operate and (ii) hedging commodity price risk, exchange rate risk, and interest rate risk using derivative contracts in financial markets. Students may not earn credit in both FIN 5550 and FIN 6550.

Credit 1.5 units.

Typical periods offered: Summer

FIN 6560 Financial Technology in the Digital World

This course will provide an overview of financial technology and will cover specific topics in this area. Topics covered include data-driven credit modeling, crypto currencies, and digital wallets and block chains, robo advising, crowd funding, and peer-to-peer lending. The course will also discuss regulatory aspects of fintech. The course will cover different methods as well as practical applications. Apart from lectures introducing the various topics, the course will mainly include a set of outside speakers practicing in these different areas.

Credit 3 units.

Typical periods offered: Fall, Summer

FIN 7400 Corporate Finance

Finance affects everyone in an organization, through company performance metrics, monthly budgets, capital allocation decisions, or the strategic planning process. Managers in functional areas outside of finance may feel removed and often lack the vocabulary to interact effectively on finance-related issues. The course bridges this gap by making key concepts used by financial managers understandable.

You'll learn about the key decisions financial managers make and how they are connected to helping your organization create greater value. As part of this goal, you will learn how to implement time-value-of-money calculations, how the cost of capital is an opportunity cost that is connected to risk, and how to value bonds and stocks. We'll also look at investment decision rules used by companies and examine whether and how they help companies make better choices.

Credit 3 units.

Typical periods offered: Fall

FIN 7410 Growth, Valuation and Sustainability

This theme is about sustainable economic growth that creates value. It is divided into two components, growth and sustainability, that are linked. In the growth component, you will be introduced to the Competing Values framework, considered one of the 40 most important business frameworks of all time. This framework will then be used to develop various concepts related to formulating a sustainable growth strategy and will include in-depth development of your financial valuation skills. The first component will end with a discussion of creativity and innovation and organizational higher purpose, which will serve as the “connectors” for the second component, sustainability. The sustainability component of this theme explores the interplay and potential conflicts between environmental and corporate social responsibility driven approaches/initiatives and the growth imperative that underlies most business entities. Sustainability is tied directly to the Competing Values Framework to show how creative sustainability thinking and innovation, driven by an understanding of the social purpose of business, can potentially foster shared value creation in the near and long term. The component will illustrate the role of both internal values-driven practices and external social process in fostering new product and practices innovations.

Credit 3 units.

Typical periods offered: Spring, Summer

FIN 7480 Valuation, Mergers and Acquisitions

This course considers issues faced by corporate financial managers with respect to the valuation of projects, divisions, and entire companies. The prime focus is on assessing the profitability of different business alternatives in a forward-looking sense. The course is “hands-on” and heavily focuses on direct applications of the valuation tools used by managers, particularly in the context of mergers and acquisitions. Topics covered will include the cost of capital and various valuation techniques, including discounted cash flows (DCF) with WACC and multiples.

Credit 3 units.

Typical periods offered: Fall

FIN 7550 Growth

Provides strategic and financial tools for evaluating, creating, and capturing market value through organic growth as well as through mergers or acquisitions. Enables you to form the right teams to promote growth. This theme combines: formulation of corporate growth strategy, strategic assessment of growth options, an assessment of corporate culture, and the financial valuation of potential targets. This combination, along with a linking of strategy to the higher purpose of the organization, leads to a holistic framework that blends organizational values and data-based decision making. The discussion of personal and organizational higher purpose will also connect this theme to leadership development in other parts or the program.

Credit 3 units.

Typical periods offered: Spring

FIN 7560 Valuation & Growth

This course considers issues with respect to the valuation of projects, divisions, and entire companies. The prime focus is on assessing the profitability of alternative growth opportunities, including mergers and acquisitions, in a forward-looking sense. Companies that allocate resources optimally will gain a huge advantage over those that do not, and the valuation tools covered in this course can help improve

execution, identify value drivers, and enhance growth. Topics covered will include the cost of capital and various valuation techniques, including discounted cash flows with weighted average cost of capital, multiples, and financial modelling.

Credit 1.5 units.

Typical periods offered: Fall, Spring

FIN 7580 Global Finance

This course deals with global financial markets, banking, and supply chains. These are essential components of both the financial system and the real sector, and an understanding of these is crucial for an appreciation of how resources are allocated in the economy, how the financial system facilitates this resource allocation and the management of the attendant risks, and how organizations use this to enhance global supply chains to move products and services to their customers. Thus, this course connects the financial system to the real economy. It focuses on data-driven decision making for managing global risks and opportunities by using tools like securitization, and it also considers how enterprise risk management can be used to facilitate the management of interconnected organizational risks. Essential components of this are the risk-management culture of the organization and the associated organizational values.

Credit 1.5 units.

Typical periods offered: Fall

FIN 8615 Research in Finance 1

The finance group has a very active seminar series in which we bring about 25 scholars to Olin each year (including job market candidates). The “Research in Finance” course meets once a week for 45 minutes prior to the seminar. The students are asked to read the seminar paper in advance and be ready to discuss different aspects of the paper. Additionally, one student is designated each week as the presenter of the paper. This student presents the questions, methodology, and results in the paper. The presenting student also discusses the main problems that he/she sees in the paper as well as ideas for further research. Following/during the presentation - the class will discuss these different aspects of the paper. Students write and submit a critical report on the paper under consideration including ideas for further research. The report is graded by the instructor.

Credit 1.5 units.

Typical periods offered: Fall

FIN 8616 Research in Finance II

The course goal is to improve your skills for analyzing, presenting, and conducting research in finance. The course consists of class presentations and discussions. Each week, we either study the seminar paper presented that week or your own research paper or proposal, according to the schedule listed in your course syllabus.

Credit 1.5 units.

Typical periods offered: Spring

FIN 8620 Empirical Methods in Finance

This course will provide students with an introduction to the commonly employed tools in empirical corporate finance. The course will be application oriented, and it will discuss the application of tools in different corporate finance contexts. Doctoral students only.

Credit 3 units.

Typical periods offered: Spring



FIN 8642 Advanced Continuous Time Finance

Covers advanced dynamic asset pricing and portfolio selection in continuous time. Students are required to read some of the classical papers as well as the most recent developments in the field. Lectures emphasize the concepts and technical tools needed to understand these articles and to initiate frontier research in this field.

Credit 1.5 units.

Typical periods offered: Spring

FIN 8643 Information Economics & Corporate Finance Theory

This is a rigorous seminar in individual and corporate economic behavior under conditions of asymmetric information, with application to corporate finance, financial intermediation and accounting. Its purpose is to cover many of the landmark modern developments in information economics as well as some "applications-oriented" papers. The principal objectives are: (i) inform students about the major advances made in the areas mentioned above and (ii) equip them with the analytical tools needed to do theoretical research in the area, including applications in financial economics.

Credit 3 units.

Typical periods offered: Spring

FIN 8644 Financial Economics I

Credit 3 units.

FIN 8649 Directed Readings in Finance

Credit 3 units.

Typical periods offered: Fall, Spring, Summer

FIN 8650 Topics in Finance

This course will provide students with a toolbox and working knowledge of cross-sectional and panel data empirical methods for use in corporate finance research. This will be accomplished by exposing the students to a variety of methods commonly employed in empirical research. Because of time constraints, not all widely used empirical methods will be covered.

Credit 1.5 units.

Typical periods offered: Spring

FIN 8652 Introduction to Asset Pricing

This course is a six-week introduction course to the standard asset pricing theory's aspects of financial economics. The intended audience is first- and second-year PhD students in finance and related fields (e.g., economics, accounting). The book "Asset Pricing (Revised Edition)" by John Cochrane is the basic reference for this course. However, there are several additional textbooks relevant to this class, all of which are optional. Taking lecture notes, reading selected papers, and doing assignments will cover the core materials intended for this class. All papers in the reading sections can be downloaded (free) via the WashU network.

Credit 1.5 units.

Typical periods offered: Spring

FIN 8654 Empirical Methods in Asset Pricing

This course provides some of the common methodologies for testing various asset pricing models and discusses some of the recent research on empirical asset pricing.

Credit 1.5 units.

Typical periods offered: Spring

FIN 8655 Introduction to Corporate Finance

The course objective is to introduce doctoral students to corporate finance theory. The goal of the class is to enhance skills in developing and understanding corporate finance models, providing the foundations for theoretical research as well as theoretically grounded empirical research in the field.

Credit 1.5 units.

Typical periods offered: Fall

International Studies

INTL 5320 Business, Innovation and Entrepreneurship in Israel

Israel is an innovation and entrepreneurial hub with more listings on the NASDAQ than any country other than the US, more patents per capita and more entrepreneurial events occurring in Israel in both the commercial and social arena than anywhere else in the world. Students will learn about the Israel economy, different industries, Israeli culture and politics along with the critical business challenges and opportunities that face Israel. This course includes a required immersion experience to Israel and contains an additional lab fee for the immersion.

Credit 3 units.

Typical periods offered: Fall

Managerial Economics

MEC 5220 Healthcare Management

The goal of the course is to develop facility in applying basic tenets of general management to actual situations and dilemmas that might be faced by health care managers, consultants, financiers, investors, innovators, or providers in the course of their work. Issues addressed will include but not be limited to financial issues, management challenges, and conduct of operations. The first phase will cover the basic background on the structure and financing of the healthcare industry to include very brief reviews of critical topics like insurance and government-provided healthcare. A few basic frameworks will then be developed for students to apply to course topics moving forward, such as cost/benefit analysis and evaluation of risk. The remainder of the course will involve critical analyses of healthcare cases involving varied subjects and management challenges. Sessions will emphasize student led discussions.

Credit 3 units.

Typical periods offered: Spring

MEC 5310 The Global Economy

The purpose of this course is to present current issues pertaining to international economics and the global economy. The broad topics to be covered include: why countries trade, international trade policy, exchange rate risk, how to choose in which countries to conduct business, and globalization's impact on corporate strategy. The material will be presented through a combination of lectures and case discussions.

Credit 1.5 units.

Typical periods offered: Fall

MEC 5380 Economics of the Organization

Business organizations are complex systems with mutually dependent parts. This course provides an economic framework for the analysis of a variety of challenges that businesses face at both the organizational and individual employee levels. We will consider what economics can say about the efficient organization of firms and businesses as well as their relationships with their employees and provide an economic approach to solving organizational problems and incentive issues that arise from adverse selection, moral hazard, and agency. We consider alternative solutions to these problems and apply the lessons to case studies, discussion of which forms the core of the course.

Credit 1.5 units.

Typical periods offered: Spring, Summer

MEC 5381 Compensation, Incentives & Organizations

This course is the second in a linked sequence looking at the study of the economics and management of organizations, and focuses on issues at the individual employee level. We will use the tools developed in MEC 500D, Economics of the Organization, to examine how incentives and performance contracts should be combined in an organizational framework to motivate executive and employee performance. In this course we consider the economic incentive problems faced by a firm in recruiting, training, motivating, and retaining workers in the firm's internal labor market, as well as economic tools which may be used to construct compensation and non-compensation schemes to address these incentive problems and raise worker productivity. The format of the course is to present the underlying theory or framework for the topic at hand, and then to illustrate how a firm was able (or unable) to implement the recommended approaches for solving the incentive problem.

Credit 1.5 units.

Typical periods offered: Spring

MEC 5400 Managerial Economics

This course introduces the basic principles of economics and their applications to managerial decision-making. It is foundational to all the other courses taken in the MBA program. The concepts will reappear in marketing, operations, finance/accounting, strategy, and organizational behavior courses. This course covers topics that include supply and demand curves, competitive market equilibrium, consumer demand, elasticity, pricing, production, costs, game theory, profit maximization, competitive supply, oligopolies, taxes/subsidies, and asymmetric information. We will not cover macroeconomic or international economic topics in this course. Students may earn credit in only one of MEC 5400, MEC 6400, MEC 7220, or MEC 7700.

Credit 3 units.

Typical periods offered: Fall

MEC 5401 Managerial Statistics I

Introduces the statistical methods for analysis of business and economic data. The role of probabilistic concepts such as independence, conditional probability, expectation, and variance, and probability models such as the Bernoulli, binomial, Poisson, and normal are examined. Particular emphasis is placed on topics that relate to model formulation, estimation of model parameters, hypothesis testing and simple and multiple regression.

Credit 1.5 units.

MEC 5402 Macroeconomics for Business Leaders

An introduction to monetary and fiscal policy and their interaction with the overall economy. The course focuses on the U.S. domestic economy, though the topics are applicable to most countries. Among the topics considered are gross domestic product (GDP), unemployment, inflation, aggregate demand and supply, government

deficits and debt, banking and the financial system, interest rates, savings and investment, and productivity growth. We will not be covering international economics in this course. Students may not earn credit in both MEC 5402 and MEC 6402.

Credit 1.5 units.

Typical periods offered: Spring

MEC 5502 Business & the Environment

Credit 3 units.

MEC 5503 Macroeconomics for Managers

Credit 0 units.

MEC 5550 Health Insurance in the US

This course is designed to introduce students to the nature and complexity of the US health insurance industry, with a particular focus on the drivers of financial success for health insurance firms. Students should expect a broad introduction to key concepts, nomenclature, and dynamics for the industry with a heavy emphasis on case-based discussions. This course is particularly relevant for students interested in careers in healthcare service delivery, health insurance, consulting, and healthcare finance, though it provides a good introduction for general managers and HR professionals involved in selecting insurance products for firms. Additionally, the course will provide useful context for students interested in the development of products and services in the biotechnology space.

Credit 1.5 units.

Typical periods offered: Fall

MEC 5551 Drugs and Devices

This course provides students with an overview of the regulatory, financial, and market factors associated with the development of pharmaceutical products and devices for human use. Sessions will address the process of ideation and the unique steps necessary for market readiness. We will contrast the approach between different therapies, outlining the deviation between devices and pharmaceuticals. The course will cover market and non-market factors that impact the success of product offerings and discuss nuances of channel access. Students will find the content particularly relevant to careers in biotechnology innovation, healthcare service delivery, and health insurance.

Credit 1.5 units.

Typical periods offered: Spring Intersession

MEC 5600 Economics of Entertainment

This course will focus on the unusual economics of the entertainment industry and the associated management challenges. The sessions will cover the basic economics of entertainment, then focus specifically on the music and movie industries, plus one other that will vary from year to year. Classes will consist of lecture and discussion, as well as speakers from the relevant industries. The primary student deliverable will be a twenty minute documentary-style production in which student teams present findings of their research into specific industries within the broader industries studied in class, e.g., rock, classical or rap within music, blockbusters within music, etc.

Credit 3 units.

Typical periods offered: Fall

MEC 5615 U.S. Macroeconomics Policies During Crises

The course will cover 6 - 7 different topics related to monetary policy, banking supervision and regulation, and financial markets. The course will feature notable speakers as well as lectures by assigned faculty. The goal is to present the best in contemporary thought regarding monetary and fiscal policy as well as public regulation of the financial sector.

Credit 1.5 units.

Typical periods offered: Spring

MEC 5630 Olin Grand Rounds

Grand rounds in medical schools are a forum for presenting new and challenging clinical problems and cases. The goal of Olin Grand Rounds is to focus on the challenges and solutions facing the business of medicine. The course will therefore provide an introduction to the current issues facing the health care sector that integrate management tools and clinical knowledge. The objective is to provide students with new insights into how modern management tools can be combined with scientific and clinical knowledge to manage health care organizations more efficiently and practice medicine more effectively.

Credit 3 units.

Typical periods offered: Fall

MEC 5640 Health Economics and Policy

The basic tenets of health economics will be covered. This course will place a unique emphasis on incorporating materials from three broad source categories -- textbook elements, lay press and media, and academic journal publications -- with the aim of fostering the application of rigorous, critical thought to media presentations of health care economics and policy issues.

Credit 3 units.

Typical periods offered: Fall

MEC 5660 Health Analytics

This is the capstone course for the Health Management major where students learn to apply rigorous statistical and analytical approaches to research questions in health services, but not limited to questions relating to management, finance and economics, operations, and policy. Faculty will identify several available research project options, and present these options in class. The goal is to capitalize on the strength of the university medical school and affiliated medical centers, in addition to capitalizing on existing relationships between Olin and healthcare firms to identify the student research projects. Students will also be encouraged to formulate their own research question and to identify potential data sources they could use to address these questions, if they so desire. Students will work in teams of 3-4, using the approach developed for the Practicum and Hatchery courses.

Credit 3 units.

Typical periods offered: Spring

MEC 5920 Competitive Industry Analysis

Competitive Industry Analysis (CIA) applies economic and game-theoretic models to develop a systematic way of thinking about business decisions in competitive markets. The goal of each session is to extract insights from specific settings that can be applied to future real-world business challenges. Students learn how firms' choices shape rivals' actions, how companies legally and sustainably achieve profits and market share, and what strategic pitfalls to avoid. The course integrates ideas from economics, strategy, marketing, finance, and related fields. Topics include price and quantity competition, barriers to entry, product differentiation, mergers and acquisitions, real options, vertical integration, quality management, R&D, cost

structures, and patent strategies. CIA emphasizes (1) economic intuition (without requiring advanced mathematics) and (2) case studies of global industries (e.g., diamonds, cereal, pet food, sports equipment, TV) and firms (e.g., Nintendo, Uber).

Credit 3 units.

Typical periods offered: Spring

MEC 5950 Game Theory for Business

The objective of this course is to provide students with frameworks and capabilities for making accurate strategic decisions in evolving competitive markets. These skills are critical for those intending to pursue careers in management consulting, but they are also valuable for making decisions in any other industry or aspect of life. The course incorporates examples from industry, financial markets, military history, politics and government, and more, and also several games played in class by the students.

Credit 3 units.

Typical periods offered: Spring

MEC 6400 Managerial Economics

This course introduces the basic principles of economics and their applications to managerial decision-making. It is foundational to all the other courses taken in the MBA program. The concepts will reappear in marketing, operations, finance/accounting, strategy, and organizational behavior courses. This course covers topics that include supply and demand curves, competitive market equilibrium, consumer demand, elasticity, pricing, production, costs, game theory, profit maximization, competitive supply, oligopolies, taxes/subsidies, and asymmetric information. We will not cover macroeconomic or international economic topics in this course. Students may earn credit in only one of MEC 5400, MEC 6400, MEC 7220, or MEC 7700.

Credit 3 units.

Typical periods offered: Fall, Summer

MEC 6402 Macroeconomics for Business Leaders

An introduction to monetary and fiscal policy and their interaction with the overall economy. The course focuses on the U.S. domestic economy, though the topics are applicable to most countries. Among the topics considered are gross domestic product (GDP), unemployment, inflation, aggregate demand and supply, government deficits and debt, banking and the financial system, interest rates, savings and investment, and productivity growth. We will not be covering international economics in this course. Students may not earn credit in both MEC 5402 and MEC 6402.

Credit 1.5 units.

Typical periods offered: Fall, Spring

MEC 7220 Managerial Economics

This course introduces the basic principles of economics and their applications to managerial decision-making. It is foundational to all the other courses taken in the MBA program. The concepts will reappear in marketing, operations, finance/accounting, strategy, and organizational behavior courses. This course covers topics that include supply and demand curves, competitive market equilibrium, consumer demand, elasticity, pricing, production, costs, game theory, profit maximization, competitive supply, oligopolies, taxes/subsidies, and asymmetric information. We will not cover macroeconomic or international economic topics in this course. Students may earn credit in only one of MEC 5400, MEC 6400, MEC 7220, or MEC 7700.

Credit 3 units.

Typical periods offered: Fall, Spring

MEC 7400 Opportunities and Challenges of Global Markets

From multinational conglomerates to domestic family-owned businesses, few companies are insulated from the effects of globalization. This course provides an opportunity to learn how to shape and execute a business response to the opportunities and risks presented by an increasingly global marketplace. It draws on prior lessons in economics, finance, marketing, organizational behavior, operations and strategy. Topics include market selection, penetration of emerging markets, and identification and management of financial, currency, and country risk.

Credit 3 units.

Typical periods offered: Spring

MEC 7430 Innovation and Entrepreneurship

The theme takes the perspective that innovation and entrepreneurship are core business processes associated with survival and growth of the organization, and it should be managed as such. We view innovation broadly as a process of knowledge creation, testing, and eventual implementation. Entrepreneurship creates new possibilities by bringing together a multitude of diverse assets driven by the understanding of customer needs and the evolving challenges of the competitive environment. The objective of the theme is to help our students develop the needed skills in managing the complex, multi-stage processes of innovation and entrepreneurship under highly uncertain conditions, whether the innovation and entrepreneurial opportunities arise in a large, well-established company or a new startup. Educating professionals, managers, and executives in entrepreneurial thinking and innovative practices is a key strategic principal of the Olin business school, and our theme is in full support of it.

Credit 3 units.

Typical periods offered: Spring

MEC 7450 Sustaining Value Creation Through Corporate Strategy

Some of the most visible - and critically important - strategic decisions for an organization's performance reside at the corporate level: acquisitions, mergers, spin-offs, vertical integration, and diversification into new business areas. This course focuses on these critical decisions that confront the senior-most managers in multi-business corporations as they deal with continuous pressure to grow. Finding ways to add rather than destroy value at the corporate level is a difficult task. In this course, we will examine the challenges faced by corporate managers in sustaining value creation across the portfolio of businesses and the tools that they can use to do so. We will focus on topics of leveraging resources and competencies, drawing horizontal and vertical boundaries, diversification, corporate organization, portfolio planning, and corporate governance.

Credit 3 units.

Typical periods offered: Summer

MEC 7700 Managerial Economics

This course introduces the basic principles of economics and their applications to managerial decision-making. It is foundational to all the other courses taken in the MBA program. The concepts will reappear in marketing, operations, finance/accounting, strategy, and organizational behavior courses. This course covers topics that include supply and demand curves, competitive market equilibrium, consumer demand, elasticity, pricing, production, costs, game theory, profit maximization, competitive supply, oligopolies, taxes/subsidies, and asymmetric information. We will not cover macroeconomic or international economic topics in this course. Students may earn credit in only one of MEC 5400, MEC 6400, MEC 7220, or MEC 7700.

Credit 3 units.

Typical periods offered: Spring

MEC 7800 Data Science

With the development of information technology, every organization must adapt to a data-driven world where decisions are made based on not only fundamental business logic but also on real-time and high-dimensional data. The process of making data-informed, or even data-driven, decisions are called data science. Such decision-making process requires the leaders of organizations understand the technological platform of data acquisition, storage and analysis. It also requires leadership to be familiar with various data-driven decision-making techniques, their advantages, and their disadvantages. This course introduces this topic and helps leaders to utilize data to better manage their organizations. The class will start with a general introduction of data science and provides several frameworks to classify data science into multiple sub-fields. Participants will have a general understanding of data science and the organization structure of various data science teams. The class then dives into two major sub-fields of data science: causal inference and machine learning. For each sub-field, participants will learn the basic concepts behind it, how to apply the techniques in this sub-field to different problems, and how to build a team that is specialized in these techniques. Participants will also learn the advantages and disadvantages of each sub-field, and how to combine techniques from multiple sub-fields to solve complex problems. Last, this class will touch upon the topics between data science and society, including data privacy, fairness in machine learning, and adverse usage of machine learning models. Participants will learn the ethical questions behind using different data science techniques.

Credit 3 units.

Typical periods offered: Fall, Spring

MEC 7960 Macroeconomics

The managers are required to understand international dimensions and implications of economics and finance in the context of increasing globalization of Indian economy, and integration of Indian financial markets with the world markets. The sources of capital, and avenues for investment are expected to transcend national borders with removal of restrictions on capital transactions (Capital Account Convertibility). The Indian foreign exchange market will also be integrated with those in other parts of the world, thus increasing the foreign exchange risk. The conditions in global economic environment will affect the performance of individuals, firms, and governments as evidenced by the impact of global financial crisis, the Asian financial crisis, and other events in the past. The participants will gain an understanding of the global economic environment, role of fiscal and monetary policies, interest rates and exchange rates, business cycles, and inflation. The course covers topics such as how exchange rates affect cash flows, how to minimize and/or manage foreign exchange exposure and risk, and the other issues in international business. It will build on the foundations of microeconomics, statistics (quantitative methods), and corporate finance.

Credit 3 units.

Typical periods offered: Summer

MEC 7970 Competitive Industry Analysis

Competitive Industry Analysis (CIA) applies economic and game-theoretic models to develop a systematic way of thinking about business decisions in competitive markets. The goal of each session is to extract insights from specific settings that can be applied to future real-world business challenges. Students learn how firms' choices shape rivals' actions, how companies legally and sustainably achieve profits and market share, and what strategic pitfalls to avoid. The course integrates ideas from economics, strategy, marketing, finance, and related fields. Topics include price and quantity competition, barriers to entry, product differentiation, mergers and acquisitions, real options, vertical integration, quality management, R&D, cost

structures, and patent strategies. CIA emphasizes (1) economic intuition (without requiring advanced mathematics) and (2) case studies of global industries (e.g., diamonds, cereal, pet food, sports equipment, TV) and firms (e.g., Nintendo, Uber).

Credit 3 units.

Typical periods offered: Spring

MEC 8610 Microeconomics I

First semester of the required microeconomic theory sequence for first-year PhD students at Olin. The first-year sequence prepares students to conduct original research in economics and related fields. Topics for the first half of the semester include individual choice in an abstract setting, decision making under uncertainty, expected utility theory, risk aversion, dynamic choice and an introduction to stochastic choice models. The second half will cover consumer theory, producer theory and general equilibrium.

Credit 3 units.

Typical periods offered: Fall

MEC 8615 Microeconomics II

MEC 615 is the second semester in the graduate PhD core microeconomics sequence. The sequence prepares students to conduct original research in economics and related fields. In the first half of the semester, students will cover all of the basic tools of game theory in economics. Topics for first half include a review of expected utility theory, strategic-form and extensive-form games with perfect information, Bayesian games, infinitely repeated games, dominance, and Nash equilibrium and its refinements. We will apply these tools to study strategic situations in industrial organization, auctions, bargaining, voting, and signaling games. The second half of the course covers topics in information economics and mechanism design, including social choice, price discrimination, auctions, moral hazard and adverse selection.

Credit 3 units.

Typical periods offered: Spring

MEC 8625 Industrial Organizational I

Starting from the 1970s, an increasing number of economic theorists have been becoming interested in Industrial Organization. This is because non-cooperative game theory became the standard tool to analyze strategic conflicts and it lent itself naturally to the analysis of industrial organization topics (while until then the tools of general equilibrium analysis were not ideal to tackle the same issues). The course aims to give you a concise but solid background of the classical results in IO theory, and to then highlight some very recent contributions to the same literature. We will give particular attention to the topics that are complementary to empirical analysis.

Credit 1.5 units.

Typical periods offered: Fall, Spring

MEC 8626 Industrial Organization II

The course aims to further advance your understanding of the classical results in IO theory, and to then discuss some very recent contributions to the same literature. We will give particular attention to the topics that are complementary to empirical analysis. Since IO theory has become increasingly formal in the recent years, your familiarity with the theoretical game tools covered in the first year Micro sequence is essential.

Credit 1.5 units.

Typical periods offered: Spring

MEC 8627 Industrial Organization III

This PhD course surveys research in the industrial organization of health care and health insurance markets, with an emphasis on the most recent influential papers in the field. Potential topics covered during the term may include selection and moral hazard in insurance markets, choice frictions and plan design, hospital competition and provider market power, vertical integration across insurers, providers, and pharmacy benefit managers, physician agency and labor markets, quality disclosure and pay-for-performance, pharmaceutical pricing and innovation, and the design of public programs such as Medicare Advantage, Medicare Part D, Medicaid, and the ACA exchanges. Because health care markets cannot be understood apart from the institutions underpinning them, each topic is paired with the relevant institutional background — how prices are actually set, how claims are actually paid, how regulators actually intervene — so that students can read and write papers that have practical relevance. The course is designed to prepare students to produce original research: we will work through recent papers in depth, replicate and extend empirical exercises, and develop a research proposal suitable as the foundation of a dissertation chapter. No previous background in health care or health economics is required.

Credit 3 units.

Typical periods offered: Fall

MEC 8628 Industrial Organization IV

This course is for PhD students in economics and related fields. The course addresses industrial organization economics, including applied theory models and structural econometric techniques to study firms and consumers in settings with market power. Topics include prices, quantity, and quality; price discrimination; consumer search; auctions; bargaining under complete and incomplete information; platforms; and dynamic games.

Credit 3 units.

Typical periods offered: Spring

MEC 8648 Independent Study

Internship must be arranged by the student and approved by the advising faculty member. An outline of objectives must be submitted to the PhD Office prior to enrollment. May be taken a maximum of five (5) times for credit. Credit, variable; fifteen (15) credits combined total. Credit 0 units.

Typical periods offered: Fall

MEC 8649 Directed Readings

Credit 3 units.

Typical periods offered: Fall

MEC 8670 Seminar in Econometrics

The purpose of this course is to provide a detailed coverage of Bayesian inferential methods and their applications to a variety of problems drawn from economics and business. Starting with basic ideas, the treatment covers Bayesian regression for univariate, multivariate and panel outcomes, hierarchical prior modeling, MCMC simulation techniques, computation of the marginal likelihood and model choice, and nonparametric techniques. A significant goal of the course is to show how these methods can be used for causal inference in the realm of the classical instrumental variables setting and in quasi experimental designs such as regression discontinuity designs. The course should be valuable for a variety of students including those with primary interest in economics, finance, marketing, operations, accounting, political science, statistics and biostatistics.

Credit 3 units.

Typical periods offered: Fall

Management

MGT 5020 Ethical Issues in Managerial Decision Making

This course examines how managers face and resolve ethical challenges in complex organizational settings. Using case studies, class discussions, and applied projects, students learn to identify ethical risks and design practical solutions. The course emphasizes personal growth, preparing you to make sound decisions that shape your career and the organizations you lead. Students may not earn credit in both MGT 5020 and MGT 6020.

Credit 1.5 units.

Typical periods offered: Fall

MGT 5022 Applied Problem Solving for Organizations

Applied Problem Solving for Organizations will provide SMP students an opportunity to work on strategic problems for organizations on a virtual team. This class will be completely remote. Offered in a mini course format, this course will have scheduled meeting times in addition to work that will be coordinated by the group in consultation with their professor.

Credit 1.5 units.

Typical periods offered: Summer

MGT 5101 Startup Practicum (STL)

Fuel your entrepreneurial spirit and tackle real-world challenges in this half-semester experiential learning course designed to immerse students in the realities of early-stage and emerging ventures. Students work in small teams with real clients to help them achieve objectives critical to their success. The course focuses on helping students learn how to operate effectively within a startup context, emphasizing decision-making in environments where uncertainty is high, data is incomplete, and time and resources are limited. It is particularly valuable for students interested in startups, innovation teams, consulting, or marketing careers.

This St. Louis section includes a required in-person kickoff session followed by ongoing client collaboration within the St. Louis entrepreneurial ecosystem.

Credit 3 units. Law: EXP, LCU

Typical periods offered: Fall, Spring

MGT 5103 The Practicum

As the flagship practicum within the Olin experiential learning portfolio, The Practicum serves as the central hub for advanced, consultative, client-engaged projects with enterprise organizations across a range of industries such as healthcare, consumer packaged goods, financial services, and technology, among others. Projects are purposefully curated not only by industry, but also by discipline, tackling high-impact business challenges in areas including marketing, operations, finance, and strategy. Student-led and faculty supported, The Practicum emphasizes innovation, judgment, and execution through the development of well-supported, implementable solutions to initiatives that matter to the organization and inform real decisions.

Credit 3 units.

Typical periods offered: Fall, Spring

MGT 5105 Taylor Non-Profit Practicum

The Taylor Non-Profit Practicum connects students with local and regional nonprofit organizations that play a critical role in the vitality of their communities. In this experiential learning course, students work in teams in a consultative, client-engaged capacity to address real strategic and operational challenges facing nonprofit organizations, applying academic concepts to inform real-world decisions under

faculty guidance. Students engage in essential organizational work—clarifying goals, identifying priorities, analyzing information, and developing practical, decision-relevant recommendations within resource-constrained environments. Through this process, students gain a more nuanced understanding of nonprofit organizations as strategic, data-informed enterprises and build confidence operating in complex settings where impact depends on judgment, prioritization, and execution.

Credit 3 units.

Typical periods offered: Fall, Spring

MGT 5106 Olin/United Way Board Fellows Practicum

This course provides the opportunity to serve as a voting board member of a nonprofit United Way organization. Students serve the community while gaining experience applying business acumen to the mission and governance of nonprofit organizations. As Board Fellows, students develop skills in community leadership, governance, and communication as they address nonprofit sector issues, collaborate with fellow board members, and contribute to projects aligned with the board's current initiatives. This course represents the FIRST HALF OF A YEAR-LONG COMMITMENT. As full voting members of the Agency's Board, students are expected to continue fulfilling all responsibilities to the Agency and Board throughout the summer months. Students accepted into the program WILL BE REGISTERED IN **MGT 5106 FOR THE SPRING TERM AND MGT 5107 FOR THE FALL TERM**. Grading is completed after the conclusion of the program in December and applied retroactively to the spring semester.

Credit 1.5 units.

Typical periods offered: Spring

MGT 5107 Olin Board Fellows Practicum

This course continues the opportunity to serve as a voting board member of a nonprofit United Way organization. Students serve the community while gaining experience applying business acumen to the mission and governance of nonprofit organizations. As Board Fellows, students develop skills in community leadership, governance, and communication as they address nonprofit sector issues, collaborate with fellow board members, and contribute to initiatives aligned with the board's priorities.

THIS IS THE SECOND HALF OF A YEAR LONG COMMITMENT. Grading is done after the completion of the course in December and will be applied retroactively to the Spring semester.

Credit 1.5 units.

Typical periods offered: Fall

MGT 5108 Startup Practicum (Domestic)

Fuel your entrepreneurial spirit and tackle real-world challenges in this half-semester experiential learning course designed to immerse students in the realities of early-stage and emerging ventures. Students work in small teams with real clients to help them achieve objectives critical to their success.

The course focuses on helping students learn how to operate effectively within a startup context, emphasizing decision-making in environments where uncertainty is high, data is incomplete, and time and resources are limited. It is particularly valuable for students interested in startups, corporate innovation, consulting, or marketing careers. This section includes required travel to a domestic entrepreneurial ecosystem. A travel fee applies.

Credit 3 units.

Typical periods offered: Fall, Spring

MGT 5110 Law and Business Management

We will review different rules of substantive law which affect the conduct of individuals and businesses. We will analyze different legal theories and rules of substantive law which regulate the conduct of individuals and businesses and which impose liability for damages on individuals and business entities when those rules are violated. We will survey basic rules of criminal law, intentional torts, and negligence. We will next focus on the rules affecting the making and performance of contracts, and the liability which results from breach of contractual relationships. This will include general contract law, as well as specific rules that exist in the sale of goods and merchandise, and in the purchase, ownership and sale of real property. In addition, we will also analyze and compare the choices available for dispute resolution, including mediation, arbitration, and trial in court.

Credit 1.5 units.

Typical periods offered: Spring

MGT 5130 Special Topics in Management

Any student or group of students may propose a specific one-semester learning project for up to 3 units of credit. The proposal must be approved by the Academic Review Committee before registration. A member of the graduate faculty of the Olin School must agree to serve as sponsor for the project.

Credit 0.5 units.

Typical periods offered: Fall, Spring, Summer

MGT 5200 Taylor Community Consulting Project

This course is designed to provide business assistance and expertise to St. Louis area non-profit agencies. Applications available in the Center for Experiential Learning, Simon 100. Open to MBA students, upper level BSBA students, and MSW students.

Credit 1.5 units.

Typical periods offered: Fall, Spring, Summer

MGT 5210 Introduction to Entrepreneurship

Through case studies, frequent guest speakers, and the professor's own experience, the real world of entrepreneurship will be brought into the classroom to provide a context for students to learn the fundamentals of founding, operating, and exiting a start-up business. Students will learn new perspectives that will teach them to think like an entrepreneur. Those who are interested in the general study of entrepreneurship, those who want to be entrepreneurs, and those who would like to leverage entrepreneurial principles in other career paths are all good candidates for the course.

Credit 3 units.

Typical periods offered: Fall, Spring

MGT 5240 Business Planning for New Enterprises [the Hatchery]

In this course, student teams pursue their own business idea by researching, writing, and pitching business plans for new commercial or social ventures. Enrolled students can recruit a team to work on their own business idea, or can join a team working on another's idea. Most of the work is done outside the classroom with the support of mentors, advisors, and the instructor. Classes are held once per week. Workshops and rehearsals are required in the second part of the term. Students make final presentations to a panel of outside judges, including venture capitalists, angel investors, entrepreneurs, and people involved with early-stage ventures, for a chance to win the prized Olin Cup.

Credit 3 units.

Typical periods offered: Fall, Spring

MGT 5311 Intro. to Management and Strategy

This course focuses on the job, perspective, and skills of the general manager—an individual charged with developing and implementing the long-term strategy of a business organization. The course helps students develop skills in identifying and analyzing past and current strategies and with formulating and implementing new ones. During the course, students are introduced to concepts including/related to strategy formulation, resource and capabilities assessment, industry and competitor analysis, diversification, globalization, and managing multi-business organizations.

Credit 1.5 units.

Typical periods offered: Fall

MGT 5321 Business, Government and Society

All firms operate within competitive and institutional landscapes that are shaped and framed by government. However, firms have the power to help shape the role of government through non-market strategy, both to protect their own interests and to help improve the efficacy of the public-private partnership. Furthermore, managers must navigate the complex intersection between business objectives and the values, norms, and expectations of the societies in which they operate. This course harnesses Olin's unique partnership with the Brookings Institution to access high-level experts from agencies and institutions in the federal government only found in the capital area. We will focus on how a better understanding of the mindset, objectives, and operations of these institutions can help managers better shape strategy and activities at the intersection of the public and private sectors.

Credit 3 units.

Typical periods offered: Spring

MGT 5330 Effective Managerial Communication

This course is designed for professionals who want to lead more effectively through communication—up, down, and across the organization. You will learn practical, evidence-based strategies for handling tough conversations, influencing leaders, managing conflict, and communicating change in ways that actually move people to action. Rather than focusing on theory alone, the course is highly applied and experiential. You will work on real communication challenges from your own workplace, practice conversations you've been avoiding, and receive structured feedback from peers and the instructor. By the end of the course, you will have a personalized communication strategy you can immediately use in your role.

Credit 1.5 units.

Typical periods offered: Summer

MGT 5340 Corporate Strategy

Most major companies in the world are not single-business operations but portfolios of businesses spanning multiple locations. Single business firms today ultimately become multi-business firms to sustain their growth as they exhaust opportunity in existing markets. This course provides tools, frameworks and processes that help you understand the unique opportunities and challenges for firms spanning multiple products, business units, and geographic locations. This section is for MBA students.

Credit 1.5 units.

Typical periods offered: Fall

MGT 5341 Advanced Topics in Management and Strategy

This course deepens concepts and analytical frameworks for understanding and creating high-performing organizational strategies. We build directly on the core courses that you took during your previous semester in the Olin MBA program. In keeping with the first strategy course you took last fall, we adopt the perspective of the general manager who has overall responsibility for the performance of

an organization. While the course typically focuses on the creation and defense of profits, you can—and we will—apply all of the tools that we study to non-profit contexts. While we adopt the perspective of a high level manager, strategy cannot be the domain of top managers alone. In particular, functional specialists and mid-level managers—the starting positions of many MBAs—must understand the organization's overall strategy when confronting day-to-day issues. Our aim is to increase your ability to assume a leadership role in your organization, no matter your formal position. We will do this by cultivating your ability to make well-grounded and insightful recommendations as to how your organization should be competing. This course is primarily taught through the case method. We will supplement the case discussions with in-class games and exercises, discussions of current events, and out-of-class writing assignments. There are, of course, no easy answers regarding how a particular organization can formulate and implement strategy. My objective is for you to develop your own personal synthesis and approach for identifying and addressing key issues.

Credit 1.5 units.

Typical periods offered: Fall, Spring

MGT 5350 Strategic and Crisis Communication

This course refines graduate business candidates' competencies in delivering strategic communications related to three concentration tracks (financial, marketing, consulting), communicating with employees and the public during high-risk situations, strategizing and delivering damage control messages and crisis communications, preparing for media coverage, and managing media interactions. The videotaped sessions, within the context of simulated high risk and crisis situations, provide graduate degree candidates with immediate feedback about the potential consequences of their communication strategy and word choices. Outside speakers provide anecdotal stories and advice; a local businessperson serves as a client for the final business presentation simulation.

Credit 1.5 units.

Typical periods offered: Fall

MGT 5380 Integrated Value Creation: The Wholomics Approach

The purpose of this course is to develop an integrated model of shareholder value creation in organizations that relies on concepts students have learned in various functional areas, and to show how tangible (six-sigma quality initiatives, EVA, mergers, etc.), as well as seemingly intangible (leadership development, creativity, knowledge, innovation, etc.), forms of value creation affect firms' market values. This model exposes both the complementarities and the tensions in the four basic ways in which value is created in organizations, and sheds lights on how metric-driven conflicts arise in organizations to impede effective value creation for shareholders. We will discuss the rules of value creation in the four quadrants of the Wholomics model and examine the optimal design of performance metrics in these quadrants. We will examine best practices for different forms of value creation and analyze organizational situations from the perspective of a value-creation consultant. The goal is to develop an improved understanding of how soft and hard value creation initiatives interact and how one should design, manage and lead an organization. Prerequisite: 2nd year standing.

Credit 1.5 units.

Typical periods offered: Fall

MGT 5400 Sports Management

This course examines the key business and management topics in the sports industry, including league and franchise administration, team and individual sports, broadcast and digital media, data analytics, and leadership issues facing sports officials today. The course will look, in a practical way, at the strategic and operational challenges in the

contemporary industry, while considering those issues in a historical context and discussing the future implications for all participants in the world of sports. The course's practical look at the sports industry will focus on key lessons for corporate management and administration. Credit 1.5 units.

Typical periods offered: Fall, Spring

MGT 5455 Entrepreneurship Through Acquisition

The purpose of this course is to provide students with an opportunity to explore being an entrepreneur by acquiring a company rather than starting one from scratch. The readings and class discussions will help students understand how to purchase a business, finance an acquisition, and operate and grow a business. The cases and conversations will help students understand what it is like being a young, first-time CEO and what types of challenges and issues will be encountered.

Credit 1.5 units.

Typical periods offered: Fall

MGT 5515 Internship, Business and Application

This internship course is designed to allow students to further develop their experience in a new setting. During the course, students should be able to identify their strengths and work motivations as they relate to future career goals. This course uses a pass/fail grading scheme, and it is one of several options for SMP students to use to satisfy their professional experience requirement.

Credit 1.5 units.

Typical periods offered: Fall, Spring, Summer

MGT 5565 Sports Entrepreneurship and Emerging Technologies

This course is an introduction to the concepts, theories, and practices unique to sports entrepreneurship and emerging technology. This course seeks to understand the fundamentals of early-stage companies and their growth trajectories from idea to exit. This course covers key topics in sports entrepreneurship and technology, including the various stages of the startup, the art of the pitch, market data-driven decision making, investor relations, and valuation. It surveys the rapidly changing ecosystem of entrepreneurship and technology across the global sports industry. Artificial intelligence, machine learning, augmented reality, virtual reality, human performance, Esports/gaming, and venue tech as they relate to entrepreneurial concepts, practical applications, and principles will also be addressed.

Credit 1.5 units.

Typical periods offered: Fall

MGT 5566 Sales Strategies in the Business of Sports

Sales skills are necessary in almost every aspect of any revenue-producing job within the sports industry. Selling tickets and selling corporate partnerships being among the most common entry points into the sports industry for most young professionals, with ticket and partnership revenue being among 2 of the largest 3 sources of revenue for most professional and collegiate sports teams, leagues, and conferences. This course examines ticket sales strategies across all types of ticket products (season tickets, group tickets, mini-plans, individual tickets) at every level of sport. The course also examines how sports properties approach brands about corporate partnership deals, such as stadium naming rights deals and jersey patch deals.

Credit 1.5 units.

Typical periods offered: Fall

MGT 5567 Business of Sports Media

This course explores the dynamic and evolving landscape of sports media, focusing on its historical development, economic structure, and strategic operation. Students will gain insight into the distribution models, technological advancements, and market forces shaping sports media, along the critical skills needed to analyze key trends and challenges in the industry. Through case studies, guest speakers, and hands-on projects, participants will deepen their understanding of topics such as rights fee negotiations, streaming growth, and international media markets. By the end of the course, students be equipped to navigate and influence the business of sports media.

Credit 1.5 units.

Typical periods offered: Fall

MGT 5570 Strategy Management Beyond Markets

While a firm's competitive advantage derives in large part from the development and exploitation of difficult to imitate capabilities and resources in the market environment, a firm's nonmarket business environment also poses important hazards and opportunities for strategy makers. Many barriers to imitation originate from, legal rules or government policies that favor some capabilities over others. The rules, and in many cases their enforcement, are not fixed constraints. Rather, they are determined by the competition between interests in public institutions. In many industries, participation in the policymaking and judicial process is a critical component in creating or sustaining a company's competitive advantage. This class focuses on the nonmarket environment from the point of view of managers and consultants. Its primary objectives are to examine the nonmarket environments of business in terms of the issues, interests, and institutions; to learn a set of conceptual frameworks for analyzing those issues, interests, and institutions; and to practice forming effective strategies for managing in nonmarket environment. Three sets of topics are considered: 1) Anticipation and management of nonmarket issues, 2) Nonmarket strategies in governmental arenas, and 3) globalization and international business.

Credit 1.5 units.

Typical periods offered: Fall

MGT 5580 Managing the Innovation Process

The course takes the perspective that innovation is a core business process associated with survival and growth of the organization, and it should be managed as such. We view innovation broadly as a process of knowledge creation. Innovation creates new possibilities through combining different knowledge sets. This process is multi-stage and takes place under highly uncertain conditions. The course objective is to help develop for our students the needed managerial skills in managing the multi-stage process of innovation. We focus on the systematic management of innovation processes through careful resource commitment and management of involved uncertainties. There is no option to enroll in this course as a remote learner as this course will be taught only in person

Credit 1.5 units.

Typical periods offered: Fall, Spring

MGT 5600 Professional Business Communication

Strong business ideas fail every day—not because they are wrong, but because they are communicated poorly. This course is designed to help you ensure that your ideas are understood, credible, and acted upon in real organizational settings. MGT 5600 is a hands-on, lab-style course focused on developing professional communication skills that transfer directly to internships, interviews, and full-time roles. You will practice writing, building slide decks, persuading with data, and presenting the kinds of materials professionals are expected to produce—memos to supervisors, data-driven presentations, persuasive recommendations, and team-based analyses—while receiving frequent feedback and opportunities to revise and improve.

Credit 1.5 units.

Typical periods offered: Fall, Summer

MGT 5602 Building Business Narratives

Whatever their career pursuits, Olin MBAs strive to make positive, visible impacts on organizations, communities, and the world by exuding executive presence—professional appearance, communication skills, empathic confidence—to diverse audiences. In this course, students use key elements of executive presence to assess themselves and to build compelling narratives for situations where innovative thinking matters. Students synthesize data and insights about industries and the economy to share constructive feedback with team members, develop storylines based on evidence, and deliver visually impactful presentations.

Credit 2 units.

Typical periods offered: Spring

MGT 5605 Ownership Insights: Competitive Advantage of Family and Employee Owned Firms

This course is designed to introduce students to the unique governance and financing issues faced by owners of closely held businesses and family-controlled firms. The core issue addressed in this course is that of sustainability: what actions are required of the current owners to increase the likelihood that the business will last beyond them? What best practices can we learn from successful multi-generational family businesses, some of which have been in existence for 150 years and longer? There are three target audiences for this course: 1) Students who may be or are considering working for a closely held or family-controlled business; 2) entrepreneurs who build successful businesses and want their business to remain privately owned; and 3) students seeking to work in the private equity, investment banking, legal or wealth management industries and who will be calling on this segment of the market. The course will be multidisciplinary and more qualitative than quantitative. Each class will have a lecture and case component; there will be guest speakers at each session. Students will be required to complete a case study in advance of each class (not more than 2 pages). There will be no final exam. Class attendance and active participation is expected.

Credit 1.5 units.

Typical periods offered: Spring

MGT 5607 Sports Business Analytics

This course introduces students to business analytics through sports-themed applications, academic research pertaining to sports topics, class readings, and guest lecturers from industry. Objectives for students include: 1) learning estimation and forecasting skills/trends used in sports; and 2) develop critical thinking skills necessary to assist managerial decision making to augment the performance of sports teams, leagues, or companies.

Credit 3 units.

Typical periods offered: Spring

MGT 5610 Legal Issues in Sports

This course introduces the fundamentals of sports law. It teaches the basic tenets of a variety of legal disciplines through the lens of sport, and it focuses on legal issues that have a direct relationship to sport with an emphasis on current legal sports issues in the news. In the tort arena, we will explore the potential liability of athletes for reckless violent actions toward their competitors; of sports teams and leagues for failing to adequately protect the health of participants (e.g., concussion lawsuits); of coaches, trainers and medical personnel

at all levels for failing to properly train, monitor and assess athletes; of product manufacturers for injuries caused by defective sports equipment; and of teams for injuries to spectators, among other potential liabilities.

Credit 1.5 units.

Typical periods offered: Fall, Spring

MGT 5620 Critical Thinking Processes and Modeling for Effective Decision Making

This course equips you with rigorous technical skills that are necessary for developing data-driven and value-based solutions for large-scale complex business problems. In particular, the course covers two fundamental and indispensable tools that form the backbone of all analytical approaches: 1. Mathematical Optimization is the backbone of virtually all applied models with vast applications in engineering, business, statistics (including machine learning), computer science (including artificial intelligence), biology, medicine, etc. The critical step in modeling a practical problem is to express it in mathematical language. This enables us to use the computational power of computers to analyze the problem, extract insights, and devise implementable solutions. The course teaches this critical skill by carrying out this step for a large set of examples. The examples are carefully chosen to be both realistic and novel in at least one aspect. They are taken from various fields including operations management, marketing, finance, and machine learning. 2. Statistical Simulation is a primary computational tool for modeling complex systems that exhibit random behavior (such as service time in a service system) or interact with random events (such as demand in a retail setting or price movement in a stock market). This course covers the basics of Monte Carlo simulation through examples and showcases its application in estimating relevant performance metrics and predicting a system's response to exogenous or endogenous changes. If time permits, select topics related to simulation-based optimization will also be discussed. In addition to modeling and problem formulation, the course also covers problem implementation. The primary implementation tool in this class is Microsoft Excel. However, the topics covered in this class are independent of the implementation platform.

Credit 3 units.

Typical periods offered: Spring

MGT 5680 Africa Business Landscape

Sub-Saharan Africa, with a population of just over one billion which is growing at an annual rate of over 2.5%, offers long-term business opportunities across many sectors. This course covers conceptual frameworks for understanding sectoral opportunities in finance/business services, manufacturing, high-technology, agriculture, natural resources (oil, gas, minerals), retail/personal services, and tourism. These business opportunities will be framed in the context of political change, the legacy of colonialism, urbanization, and trends in transportation and communication infrastructure development. Industry case studies will be completed to apply the concepts, guest speakers will offer focused insights, and student panels will provide opportunity to debate the ideas. Prerequisite: None

Credit 1.5 units.

Typical periods offered: Spring

MGT 5700 Global Business I

Examination of the management strategies of global businesses. We will use a network approach, though not exclusively, to understand firm strategies. Business networks are linked to knowledge clusters. Discussion of the rationale for going global and the internal organizational architectures and models that firms use for their global management. Global strategy of firms influences their external

networks and how they deal with technological change. Examination of how logistics and finance relate to global business strategy.

Consideration of political-economy of business and global economic crisis.

Credit 1.5 units.

Typical periods offered: Spring

MGT 5710 Venture Advising

Section 1: Students who complete the course will gain a deep understanding of the issues of both operational management and investment management of start-up firms from a different region of the world. Students will learn how to take into account the macroeconomic, political, and cultural issues that affect start-up businesses that are both operating internationally and raising capital internationally. Students will better understand the interpersonal dynamics between the relevant stakeholders, will become proficient in the terminology of start-up investing, and will learn how to create structure to unstructured problems thus improving their ability for critical thinking. Participants will be given the opportunity to apply their efforts beyond their basic functional business skills, and towards issues of relationship management and strategy. Required immersive experience to Herzliya, Israel in January. Prerequisites: MBA core and Introduction to Entrepreneurship recommended. Application via sa.wustl.edu is required. Enrollment limited to 40. Section 2: Students who complete the course will gain a deep understanding of the issues of both operational management and investment management of start-up firms from a different region of the world. Students will learn how to take into account the macroeconomic, political, and cultural issues that affect start-up businesses that are both operating internationally and raising capital internationally. Students will better understand the interpersonal dynamics between the relevant stakeholders, will become proficient in the terminology of start-up investing, and will learn how to create structure to unstructured problems thus improving their ability for critical thinking. Participants will be given the opportunity to apply their efforts beyond their basic functional business skills, and towards issues of relationship management and strategy. Required immersive experience to Berlin, Germany in March. Prerequisites: MBA core and Introduction to Entrepreneurship recommended. Application via sa.wustl.edu is required. Enrollment limited to 40.

Credit 3 units.

Typical periods offered: Spring

MGT 5765 Innovating for Healthcare

In this entrepreneurial course, students form teams and work on solving real problems facing the healthcare industry by producing solution prototypes that may also be commercialized by the students once the class is completed. The majority of the course work involves weekly customer interviews and team presentations on those findings. Using Lean Startup Theory, this course will provide an entrepreneurial platform that can develop solution prototypes that match the healthcare industry users' needs in just weeks, rather than months or years. Depending on the industry, grants or investors may provide follow-on funding to student teams for further refinement and development of solution prototypes. The course is demanding. Students will present at every class, work closely with their team, and receive relentlessly direct feedback. Problem sponsors, mentors, industry liaisons, corporate partners, investors, and journalists may be in the room while students are solving real problems for real customers in real time. This is a course designed for all graduate students and upper-level undergraduates in all Washington University schools and programs. It takes an entrepreneurial, interdisciplinary approach to the healthcare industry's biggest challenges. It is assumed that students will come into the course with a basic understanding of ideation, research methods, corporate entities, funding sources, intellectual property, and so on.

Credit 1.5 units.

Typical periods offered: Spring

MGT 5775 Launching and Scaling New Enterprises (The League)

This advanced entrepreneurship course acts as an accelerator, encouraging students to actually launch and scale a business. Students must apply at <https://sites.wustl.edu/theleague/> either with a business idea OR to join a student team that is about to launch their business. Students will be notified of their selection to join The League (of Extraordinary Entrepreneurs) shortly after the application deadline. Our most successful alumni in technology have agreed to be part of the class. This course covers leadership, crafting a story, product development, attracting customers, an innovative mindset, building successful teams, scaling to billion-dollar valuations, and the mind of the high-tech investor. The deliverables in the course include reflections on each of the unicorn guest speakers and how it applies to the students' ideas; actually launching their website and MVP of their product; meeting the growth goals the teams set for themselves; pitching real VC's and Angel Investors at the end of the course; and applying for a St. Louis Arch Grant Enrollment by application only. Credit 3 units.

Typical periods offered: Fall, Spring

MGT 5785 Strategic Data Storytelling and Visualization for Business

This course is an advanced communication course designed to build expertise in writing and presenting narrative strategies and visualizations from quantitative and qualitative data. Students will learn to transform data into compelling, professionally-written documents to ensure that the data is strategically presented to achieve a variety of business goals. Students will have the opportunity to have informal conversations and do formal presentations about a series of textual and numerical visualizations. Additionally, students will gain skills for using modern software tools to increase their technical acumen for analyzing data and developing a narrative and framework of explanation for conclusions. Students will be able to articulate the benefit of telling data stories strategically and with strong visual presentation for a variety of professional audiences. Prerequisite: MGT 560F.

Credit 1.5 units.

Typical periods offered: Spring

MGT 5795 Crucial Business Conversations

Conversations are essential in business, entrepreneurial, and consulting work, and they could help you succeed in client meetings, investor pitches, strategy sessions, and staff socials. This course applies synthetic thinking principles to simulated conversations set in business contexts. Students identify norms, rituals, and taboos that prevail in American business culture, as they build their Conversational Intelligence (C-IQ) skills. Students use the PACTS model (Purpose, Audience, Content, Tone, and Style) to guide their planned and impromptu interactions. For the final task, students show their knowledge of a topic they choose in a 10-minute, thought-leader interview. Invited business practitioners will provide feedback and tips throughout the course. Prerequisite: MGT 560F or permission from the instructor.

Credit 1.5 units.

MGT 5800 Sports Business Workshop Series I

The Sports Business workshop series is part of a 2-semester sequence, where students in a given semester will attend 6 workshops on specific topics, with guest speakers from industry will lead a majority of the discussion. The intent of the course is to ensure students are exposed to a wide variety of relevant and topical sports business issues which may not be covered in other parts of the curriculum for the MS in the Business of Sports. Topics which will be a regular part of the Workshop Series include (1) private equity investments in pro and college sports, (2) taxation aspects of franchise mergers, acquisitions,

and ownership, (3) name-image-likeness issues in college athletics, (4) venue sustainability issues, (5) sports venues as part of broader real-estate development projects, (6) the business of esports, (7) the business of motor sports, (8) crisis communications in sports, (9) keys to effective utilization of social/digital media in sports, (10) sports venue financing, (11) DEI issues in sports, (12) conference realignment or playoff formats in college athletics, and other trending issues in sports. Half of these will be covered in the Fall Term and the other half covered in the Spring Term.

Credit 1 unit.

Typical periods offered: Fall

MGT 5801 Sports Business Workshop Series Part 2

The Sports Business workshop series is part of a 2-semester sequence, where students are given semester will attend 6 workshops on specific topics, with guest speakers from industry will lead a majority of the discussion. The intent of the course is to ensure students are exposed to a wide variety of relevant and topical sports business issues that may not be covered in other parts of the curriculum for the MS in the Business of Sport Topics which will be a regular part of the Workshop Series include (1) private equity investments in pro and college sports, (2) taxation aspects of franchise mergers, acquisitions, and ownership, (3) name-image-likeness issues in college athletics, (4) venue sustainability issues, (5) sports venues as part of broader real-estate development projects, (6) the business of esports, (7) the business of motor sports, (8) crisis communications sports, (9) keys to effective utilization of social/digital media in sports, (10) sports venue financing, (11) DEI issues in sports, (12) conference realignment or playoff formats in college athletics, and other trending issues in sports. Half of these will be covered in the fall term and the other half covered in the spring term.

Credit 1 unit.

Typical periods offered: Spring

MGT 5805 Consulting Business Models and Value Capture

Many of you will solve problems for a living. Whether or not your job title is 'Consultant', many of you will create significant value for your teams, organizations, and clients through your ability to address complex, unstructured problems in context- and resource- specific situations. This course focuses on understanding varied types of consulting business models, and developing competence in selecting and deploying frameworks and communication tools to address complex problems efficiently and effectively.

Credit 1.5 units.

Typical periods offered: Spring

MGT 5900 Sports Immersion Trip 1

The sports immersion trips place students in the work environment of sports industry employers. These site-visits usually include panel discussions with a variety of sports practitioners who work in business operations...from ticketing, corporate partnerships, social media, analytics, marketing, facilities, legal, and more. These site-visits frequently include stadium or arena tours pending availability. Additionally, these site-visits usually involve attending at least one professional sporting event in which the group interacts with event/team staff about their responsibilities, and the students can observe various aspects of the consumer experience while attending said event.

Credit 1 unit.

Typical periods offered: Fall

MGT 5901 Sports Immersion Trip Part 2

The sports immersion trips place students in the work environment of sports industry employers. These site-visits usually include panel discussions with a variety of sports practitioners who work in business operations...from ticketing, corporate partnerships, social media, analytics, marketing, facilities, legal, and more. These site-visits frequently include stadium or arena tours pending availability. Additionally, these site-visits usually involve attending at least one professional sporting event in which the group interacts with event/team staff about their responsibilities, and the students can observe various aspects of the consumer experience while attending said event.

Credit 1 unit.

Typical periods offered: Spring

MGT 5903 MBA Entrepreneurial Platform Seminar

This course is designed to expose first-year MBA students to potential careers in entrepreneurship and corporate innovation through access to numerous guest speakers who have either founded startups, funded startups, joined startups, have innovated at established companies, or have founded non-profits (or for-profits) with a social mission. Over the course of the semester, each class session will focus on a specific entrepreneurial career path, with students hearing from real-world experts, followed by Q&A.

Credit 0.5 units.

Typical periods offered: Fall

MGT 5904 Consulting Industry Seminar

This course is designed to expose MBA students to the language, issues, and skill sets necessary for careers that have one of two distinguishing characteristics: (a) a consultative approach to problem-solving, be it as an internal consultant or working as a professional in a consultancy, and (b) in settings where solutions to such problems typically require engagement across multiple functional domains within organizations. The specific paths explored in this course include careers in consultancies (strategy, human resources, and economics/finance); 'internal' consulting positions within large organizations; and, 'rotational leadership' and other developmental programs that lead to general management positions where graduates lead business units or firms. Because this platform also is a potential foundation for students interested in the Business of Healthcare, Entrepreneurship, and International Management, there also will be sessions briefly introducing the nature of career opportunities in those areas.

Credit 0.5 units.

Typical periods offered: Fall

MGT 5993 Internship in Business

This course is designed for students whose internships require an academic course component to receive academic credit. Before enrolling, students must consult with their academic advisor and obtain approval to register for the course. Once approved, students will be enrolled in the course and must successfully complete all course requirements to earn academic credit.

Credit 0.5 units.

Typical periods offered: Fall, Spring, Summer

MGT 6020 Ethical Issues In Managerial Decision Making

This course examines how managers face and resolve ethical challenges in complex organizational settings. Using case studies, class discussions, and applied projects, students learn to identify ethical risks and design practical solutions. The course emphasizes personal growth, preparing you to make sound decisions that shape your career and the organizations you lead. Students may not earn credit in both MGT 5020 and MGT 6020.

Credit 1.5 units.

Typical periods offered: Fall, Spring

MGT 6222 Communication for Leaders

This course is the second in a three-semester series of required courses that focus on the communication challenges that leaders face in the modern, digital professional landscape, given varied communication technologies, diverse audiences, and professional purposes. Across the series, students will consider communication through three lenses: communicating about yourself (Communicating in Digital Spaces I), communicating within your organization (Communicating in Digital Spaces II), and communicating outside of your organization (Communicating in Digital Spaces III). In this course, the focus is on analyzing stakeholders, crafting messages, creating written documents, and delivering presentations to drive change within your organization.

Credit 1.5 units.

Typical periods offered: Fall, Spring, Summer

MGT 6228 Generative AI for Communicators

Generative AI tools, such as ChatGPT are powered by large language models (LLMs). These tools, like ChatGPT and Google Gemini, are fundamentally communication-based technologies; they take human language as input and generate language as output. This means that their effectiveness depends less on technical expertise and more on your awareness of use cases and ability to effectively communicate with the LLM, including framing your goals, providing context, and structuring your requests. In this non-technical, communication-based course, you will learn the foundational concepts behind how large language models work. You will develop practical prompt-engineering skills and learn how to structure and refine prompts ("scaffolding") using publicly accessible tools. We'll focus on real business communication use cases, including drafting, ideation, verification, and workflow efficiency. By the end of the course, you'll confidently use generative AI to streamline day-to-day communication tasks and improve your AI output to contribute greater workplace value. No coding skills or data analytics are included.

Credit 1.5 units.

Typical periods offered: Fall, Summer

MGT 6317 Values-Based, Data-Driven Decision Making

In a world of rapid technological change, data-rich production processes, a diverse & purpose-driven talent pool, and calls for greater business accountability to society, business leaders must be equipped to make decisions that are both data-driven and values-based. The central goal of this course is to prepare you to approach every business decision with thoughtful attention to both values and data.

Credit 3 units.

Typical periods offered: Fall

MGT 6330 Strategy for Organizations

You will learn how to analyze an organization's strategy and how to design and implement changes that improve the organization's performance. The frameworks that we use will also help you understand and predict the behavior of competitors, suppliers and customers by analyzing and understanding their organizational strategies. You will have the opportunity to apply the course lessons to an organization of your choosing, such as a current or potential employer.

Credit 3 units.

Typical periods offered: Fall

MGT 6501 Business, Government and Society

All firms operate within competitive and institutional landscapes that are shaped and framed by government. However, firms have the power to help shape the role of government through non-market strategy, both to protect their own interests and to help improve the efficacy of the public-private partnership. Furthermore, managers must navigate the complex intersection between business objectives and the values, norms, and expectations of the societies in which they operate. Increasingly, challenges related to the global economy, geopolitics, technology competition and climate change require organizations to adapt their strategies. We will focus on how understanding these trends and the trade-offs they highlight can help managers better shape strategies at the intersection of public and private sectors.

Credit 3 units.

Typical periods offered: Spring, Summer

MGT 6534 Corporate Strategy

Most major companies in the world are not single-business operations but portfolios of businesses spanning multiple locations. Single business firms today ultimately become multi-business firms to sustain their growth as they exhaust opportunity in existing markets. This course provides tools, frameworks and processes that help you understand the unique opportunities and challenges for firms spanning multiple products, business units, and geographic locations. Specifically, we will adopt the perspective of top management teams and discuss (1) How multi-product, multi-business, and multi-location firms create value beyond what investors could enjoy using a stock portfolio; (2) How firms identify and explore new growth opportunities without compromising their core competence; and (3) How corporate managers develop structure, systems and processes to manage the mix of businesses effectively. We will use a mixture of cases, lectures, in-class exercises, and discussions of current events. The goal is to develop the skill set and logical clarity necessary to analyze complex problems involved in corporate strategy.

Credit 1.5 units.

Typical periods offered: Spring, Summer

MGT 6560 Professional Business Communication

Professional business communication is an essential component of the modern business landscape and a key building block of leadership. In this course, you will develop and strengthen your ability to speak and present in informal and formal professional settings. Additionally, you will engage in assignments and projects as individuals and in teams that will allow you to build and develop advanced skills within the area of professional business communication.

Credit 1.5 units.

Typical periods offered: Spring, Summer

MGT 6800 AI & Machine Learning Business Applications: Part A

Only doctoral students or students with instructor approval can enroll in this course.

Credit 3 units.

Typical periods offered: Fall

MGT 7010 Strategic Management

This course introduces the skills and concepts of general management and strategy. The course adopts the perspective of the general manager; an individual charged with diagnosing complex situations and resolving them in ways that enhance organizational performance. To succeed as a general manager requires a vast set of skills. Many of these skills will be developed in subsequent coursework during your Olin EMBA program. By placing you in the shoes of the general manager early in your EMBA program, this course previews the issues and content that will arise throughout the program. The course

focuses on how general managers position businesses and assets and craft strategies in ways that maximize long-term returns and generate value. We will focus on the characteristics of competencies and strategies that make some competitive positions strong and viable, while leaving others weak and vulnerable. We will examine how varying industry conditions influence firm performance and alter strategic decisions. An overriding objective of the course is to cultivate your skills in analysis, diagnosis, and strategy development. Through cases and discussion, you will analyze current capabilities and competencies, diagnose problems, and develop strategies that promote sustained competitive advantage.

Credit 3 units.

Typical periods offered: Fall, Spring, Summer

MGT 7025 Leadership Communication

Top business leaders must align, inspire, and engage others to achieve important organizational goals. This course will help students develop communication competencies in four areas recognized as critical contributors to leadership success: 1) Demonstrating Respect, 2) Active Listening, 3) Relationship Building, and 4) Exercising Emotional Intelligence.

Credit 1.5 units.

Typical periods offered: Fall

MGT 7060 Strategic Management

Explores general management skills in analyzing, formulating and implementing strategies. Students will develop skills in assessing internal capabilities and resources, evaluating industries and competitive environments, and exploring strategic options. This course will help students understand the fundamental task of the general manager, which is to develop strategies that deliver a competitive advantage.

Credit 1.5 units.

Typical periods offered: Fall

MGT 7100 International Management Residency

This immersion program provides executives the opportunity to engage with leading thinkers at the intersection of business, government, and society. Many of these thinkers are associated with the Brookings Institution. For over 100 years, the Brookings Institution has been a leader in discussions about US national policy and global affairs. Brookings is consistently ranked as the most influential, most quoted, and most trusted think tank in the world. WashU at Brookings is uniquely positioned to maximize this reputation by engaging renowned policy experts, senior ranking officials, and other key decision-makers to provide students with rich and nuanced knowledge of the policy process. Brookings scholars and other experts will provide insight into domestic and global dynamic.

Credit 3 units.

Typical periods offered: Fall, Summer

MGT 7200 Strategic Management of Innovation

This course explores some of the most important ways in which senior executives manage innovation strategically. We'll focus on analyzing technological changes in the firm's environment, addressing challenges in commercializing innovations, designing the company's formal and informal organization structures to foster innovation, choosing activities to conduct internally and by contract in the innovation process, and others. We'll also practice critical thinking about innovation, especially formulating problems before solving them. The course thus deals with how executives choose which problems to solve through innovation, and how they organize the knowledge resources to create and capture value with that innovation.

The course cannot cover the full depth and breadth of materials on the strategic management of innovation. The course's goal is therefore to provide a sufficient introduction to the topic so that students can continue learning through their own self-directed course of study.

Credit 3 units.

Typical periods offered: Summer

MGT 7210 The Entrepreneurial Mindset, Part I

The course is designed for students who are interested in understanding entrepreneurship, forming companies, affecting social impact through entrepreneurship, corporate innovation, or investing in startup ventures. Even if the student is not interested in starting a venture of their own, understanding the entrepreneurial process will enhance productivity even in large organizations. It is also an opportunity for students to expand their personal and business networks to the greater WashU Community both within St. Louis, across the United States, and across the world.

Credit 1.5 units.

Typical periods offered: Spring

MGT 7230 The Entrepreneurial Mindset, Part II

The course is designed for students who are interested in understanding entrepreneurship, forming companies, affecting social impact through entrepreneurship, corporate innovation, or investing in startup ventures. Even if the student is not interested in starting a venture of their own, understanding the entrepreneurial process will enhance productivity even in large organizations. It is also an opportunity for students to expand their personal and business networks to the greater WashU Community both within St. Louis, across the United States, and across the world.

Credit 1.5 units.

Typical periods offered: Summer

MGT 7350 Fudan Thought Leaders

In the past 30 years, China has embarked on a path of policy reform and opening up, allowing the country to continue to grow and advance with the times. There is no ready-made or one-size-fits all path or model of development that suits all countries in the world. For this reason, China has explored and crafted its own development path and model in a manner that has been consistent with China's unique heritage and rapidly evolving conditions. In this process, the combination of large geographic size and population, diversity of local culture, and a unique political legacy have all contributed to create unprecedented opportunities for local and foreign companies to innovate in both the products they offer and the processes they use. This path of innovation will be increasingly important to the global economy.

Credit 3 units.

Typical periods offered: Fall, Summer

MGT 7450 Innovation Projects - Module 1

This series of three courses serves as an integrating and applied learning experience. Rather than introduce new material, concepts, techniques or skills, the course challenges students to apply what they have learned throughout the program to the process of taking a business innovation from initial idea to a developed business plan.

Credit 1 unit.

Typical periods offered: Summer

MGT 7451 Innovation Projects - Module 2

This series of three courses serves as an integrating and applied learning experience. Rather than introduce new material, concepts, techniques or skills, the course challenges students to apply what they have learned throughout the program to the process of taking a business innovation from initial idea to a developed business plan.

Credit 1.5 units.

Typical periods offered: Fall, Summer

MGT 7452 Innovation Projects - Module 3

This series of three courses serves as an integrating and applied learning experience. Rather than introduce new material, concepts, techniques or skills, the course challenges students to apply what they have learned throughout the program to the process of taking a business innovation from initial idea to a developed business plan.

Credit 2 units.

Typical periods offered: Fall

MGT 7490 Integrative Mid-Term Project

Team-based consulting project - EMBA teams will be asked to develop and present a consulting report for a local client firm. The client firm will be a start-up or a small business interested in growing. It may be non-profit or for-profit organization. The client will be selected from among Washington University affiliated companies, companies to which EMBA students have connections, or from companies in the local community more broadly. Students will be challenged to apply the tools they have learning in the first year of their EMBA program to help the client formulate and solve business problems.

Credit 1.5 units.

Typical periods offered: Summer

MGT 7520 Corporate Strategy

Most major companies in the world are not single-business firms operating in a single location but portfolios of businesses spanning multiple locations. Single business firms today ultimately become multi-business firms to sustain growth as they exhaust opportunity in existing markets. This course provides tools, frameworks and processes that will help you understand the unique opportunities and challenges for firms spanning multiple products, business units, and geographic locations.

Credit 3 units.

Typical periods offered: Spring

MGT 7550 Entrepreneurship

This course ties effective idea generation and new-venture creation to competitive advantage and market leadership for both entrepreneurs and intrapreneurs. Student teams develop their business plan for their innovation project.

Credit 1.5 units.

Typical periods offered: Spring

MGT 7570 International Residency

Effective leadership in a diverse, globally interconnected world requires understanding the historical, political, economic, and cultural contexts of unfamiliar people and markets. Successful leaders must adapt both their business models and their leadership styles to align them with the sometimes very different realities of these markets. Through a combination of background research, discussions with in-market experts, and on-the-ground experiences in an international location, this course equips students with the tools to gather and synthesize quantitative and qualitative information about unfamiliar

markets and to formulate values-based and data-driven strategies for working in them. Through first-hand encounters with unfamiliar cultures, students develop their cross-cultural capabilities and grow more agile, resourceful, and empathetic as leaders.

Credit 2 units.

Typical periods offered: Fall

MGT 7770 Business Start-Up Consulting Project

This course of Joint EMBA degree of IIT Bombay - Washington University in St Louis is designed to provide EMBA candidates with an opportunity to engage in active and functional learning through work on actual, real-world, team-based projects. This course will help implement the learning of completed EMBA modules and past experience of Sr executives focused on developing/refining entrepreneurial mindset through experiential real-world projects. This course will help develop management-consulting competencies and polish their critical thinking, project management, data analysis, report writing, diplomacy and leadership skills. Critical learning outcomes include developing entrepreneurial mindset and displaying agile leadership within diverse and unfamiliar settings. In this module, participants will be working towards the actual deliverables that generate tangible results for the client and its organization. This ensures that the clients receive high-quality work on their underlying problem/opportunity. The reasonable expectation is that students spend 2+ hours per week on the client work.

Credit 3 units.

Typical periods offered: Spring

MGT 7850 Business, Government & Society

Provides on-the-ground instruction at one of the world's premier public-policy think tanks, the opportunity to learn from key leaders and policymakers, and firsthand experience with the critical connection between business and government.

Credit 3 units.

Typical periods offered: Spring

MGT 7900 Business Analytics & Decisions

This course focuses on developing improved decision-making through analytic methods and applied critical thinking. While the course's foundation lies in the tools of probability, statistics and quantitative methods, we will strive to help mid/senior managers understand the strengths (and weaknesses) of using quantitative information (data), as well as develop frameworks and mindset to both utilize and question the kinds of analytics they may encounter from the executive vantage point. It will also guide them in what kinds of analytics they should be asking for, given the current state of modern data science and methodology.

Credit 3 units.

Typical periods offered: Fall

MGT 7990 Capstone: Integration, Insight, and Impact

This Capstone experience highlights and integrates lessons from courses throughout the Olin EMBA Program. Students will work individually and collaboratively to address complex business challenges relevant to their professional careers. This Capstone experience will result in a heightened awareness of (a) skills development throughout the program, (b) valuable complementarity across functional approaches, and (c) ongoing opportunities to continue to evolve professionally. Participants will review their prior coursework, address a variety of challenges, and document the ways their skills and approaches have evolved throughout the program. Integration and complementarity are key themes of this course.

Credit 1.5 units.

Typical periods offered: Fall

MGT 8005 MTE - Assistant in Instruction experience

An Assistant in Instruction (AI) experience provides PhD/MFA students with the opportunity to directly engage in the organization, instruction, and/or support of a course primarily taught by a faculty member. In this experience, students receive mentoring in best practices in classroom engagement, instruction in the field, interpersonal engagement, assessment, and other relevant skills. This experience carries 5 units toward Mentored Experience Requirements (MER).

Credit 0 units.

Typical periods offered: Fall, Spring, Summer

MGT 8010 Mentored Teaching Experience

An Assistant in Instruction (AI) experience provides PhD/MFA students with the opportunity to directly engage in the organization, instruction, and/or support of a course primarily taught by a faculty member. In this experience, students receive mentoring in best practices in classroom engagement, instruction in the field, interpersonal engagement, assessment, and other relevant skills. This experience carries 10 units toward Mentored Experience Requirements (MER).

Credit 3 units.

Typical periods offered: Fall, Spring, Summer

MGT 8015 MTE - Assistant in Instruction experience

An Assistant in Instruction (AI) experience provides PhD/MFA students with the opportunity to directly engage in the organization, instruction, and/or support of a course primarily taught by a faculty member. In this experience, students receive mentoring in best practices in classroom engagement, instruction in the field, interpersonal engagement, assessment, and other relevant skills. This experience carries 15 units toward Mentored Experience Requirements (MER).

Credit 0 units.

Typical periods offered: Fall, Spring, Summer

MGT 8020 MTE - Mentored Independent Teaching experience

Mentored Independent Teaching (MIT) is a semester-long experience for PhD students who engage as the primary instructor or co-instructor of a course *under the mentorship of a faculty member* as part of their Mentored Teaching Requirement. Throughout the semester, students receive regular feedback from a faculty mentor based on classroom observation conducted a few times per semester or other acceptable review mechanisms. The student should ask for guidance and support from the faculty mentor while navigating the responsibilities of independent teaching. Faculty mentors are also required to complete the final evaluation for the student.

Credit 3 units.

Typical periods offered: Fall, Spring

MGT 8120 MTE - Mentored Professional Experience

The Mentored Professional Experience (MPE) is an unpaid experience for PhD/MFA students that the program allows students to complete to develop skills and experiences relevant to their intended career outcomes. Students must complete a Mentored Plan before engagement. This experience carries 20 units toward Mentored Experience Requirements (MER).

Credit 0 units.

Typical periods offered: Fall, Spring, Summer

MGT 8200 Empirical Methods in Business: Part B

The objectives of this course are to train PhD students in different business disciplines to understand: how to use data to address research questions, how to build econometric models that can be applied to data, and how to estimate the econometric models using some statistical packages. This course emphasizes on empirical data handling and estimation issues.

Credit 3 units.

Typical periods offered: Fall

MGT 8201 Empirical Methods in Business Part A

The objectives of this course are to train PhD students in different business disciplines to understand: how to use data to address research questions, how to build econometric models that can be applied to data, and how to estimate the econometric models using some statistical packages. This course emphasizes on empirical data handling and estimation issues. Students are expected to have basic statistical knowledge such as random variables and distributions, tests of statistical hypothesis, basic linear regression and maximum likelihood estimation.

Credit 3 units.

Typical periods offered: Fall

MGT 8603 Seminar in Strategy & Organization

This course focuses on theoretical and empirical work regarding the economics of organizations defined very broadly. Rather than focusing solely on organizational economics as it has evolved in the economics literature, this course emphasizes complementary and competing theoretical and empirical work in the organization theory and strategy literatures. The course also seeks to interpret and analyze observed organizational forms, trends, and choices using insights from the theories that we examine.

Credit 3 units.

Typical periods offered: Fall

MGT 8610 Teaching Business

The course on teaching business is designed to help late-stage doctoral students (and early-stage faculty members) to prepare systematically for their teaching careers in a business school. This includes guidance on how to get started while avoiding rookie mistakes, and hands-on practice that includes coaching from peers and experts. The format will include discussion sessions, topic-oriented panel sessions, and hands-on practice sessions. For Doctoral students only

Credit 1.5 units.

MGT 8623 Seminar in Strategy

Research on global strategy and management is interdisciplinary in nature, drawing on multiple theoretical paradigms and empirical frameworks at multiple levels of analysis. This course provides students with a solid understanding of the major research areas related to this topic, including the structure and performance of multinational enterprises, determinants of trust and trade across countries, and non-market strategy. For students interested in pursuing global strategy research, this course will help them to develop unique research opportunities presented by cross-country differences in institutions, management, productivity and structure. For others, the interdisciplinary nature of this literature provides exposure to a wide variety of research approaches and tests skills related to critical assessment.

Credit 3 units.

Typical periods offered: Spring

MGT 8650 Seminar in Entrepreneurship

The course is divided roughly into two sections. We begin with an immersion section (entrepreneurship statistics, history of entrepreneurship, entrepreneur biographies) to provide a rich contextual framework for understanding the phenomena we will examine later. Next we look at the phenomena themselves. These phenomena present the existing set of questions that a field of entrepreneurship will necessarily encompass. Our challenge is to make sense of the existing questions and build an organizing framework for formulating future questions.

Credit 3 units.

Typical periods offered: Fall

MGT 8660 Seminar On Presentation Skills

The goal of this course is to teach students the basic principles of effective research communication sufficiently early in the program, so that they have multiple opportunities to practice and hone their skills. The learning objectives are as follows: 1) demonstrate knowledge of how to organize thoughts and write research papers effectively. 2) demonstrate ability of how to design effective presentation decks for seminars and conference presentations and 3) Improve the critical thinking that underlies research before, during, and after its completion.

Credit 1.5 units.

Typical periods offered: Fall

MGT 8684 Independent Study

Credit 2 units.

Typical periods offered: Spring

Marketing

MKT 5000 Intensive Industry Project

Students will work in teams on an analytics-driven client project, applying the tools that they learned in their fall course work to the client's data-driven business problem under faculty and client supervision. Each student is expected to spend about 150 hours on the project. Grades are based on the quality of the final deliverables (i.e., a written report and oral presentation).

Credit 3 units.

Typical periods offered: Fall, Spring

MKT 5002 AI Driven Customer Analytics

Customer Analytics addresses how we use data to learn about and market to individual customers. Using a combination of lectures, labs, and case analyses, we aim to gain a better appreciation of the advantages and limitations of data analytics and learn to communicate insights using analytical tools. The main programming language for this course is Python, with R as a complement. Both programming languages are the industry standard for data analytics, visualization, and machine learning. The instructor offers a programming preparation session at the beginning of the course and will provide sample codes and guidance during the semester. But if a student does not have any programming experience, the learning curve of the programming languages may be challenging, and please consult with the instructor or advisor before registering this class. Students may not take both MKT 5002 and MKT 6002 for credit.

Credit 3 units.

Typical periods offered: Spring

MKT 5003 Digital Marketing

The aim of this course is to provide a rigorous and comprehensive introduction to technology and methods of conducting marketing activities online. Specific objectives are to introduce students to: (1) Concepts and terminology of digital marketing; (2) Specifics of online consumer behavior and internet-based business models; (3) Hands-on experience in creating and running advertising campaigns in social media.

Credit 1.5 units.

Typical periods offered: Fall

MKT 5004 Sports Marketing

This is a specialized class focused on Sports Marketing. It is essential for anyone going into the field of Sports Marketing, but given the experience of the instructor, I would recommend it to anyone with an interest in the topic.

Credit 3 units.

Typical periods offered: Spring

MKT 5200 Creating and Building Brand Equity

A brand is a promise, and this promise is often the most valuable asset of a firm. In this class, students will examine the creation and building of brand equity to create long-term profit for the firm. The class will examine what we know from the science of branding from a consumer psychology perspective. While learning the foundations of brand management, students will develop the skills needed to create a meaningful brand, position a brand, develop brand names and logos, promote a brand, leverage brand equity, extend a brand, and communicate brand meaning via traditional and social media.

Credit 1.5 units.

Typical periods offered: Spring

MKT 5215 AI-Drive Causal Inference with Observational Data

This 1.5-credit course provides a hands-on introduction to AI-driven causal inference techniques with observational data. The focus is on leveraging machine learning methods for estimating causal effects, understanding treatment heterogeneity, and evaluating policy interventions. Students will gain practical experience through programming assignments and a final project applying causal inference methods to real-world datasets.

Credit 1.5 units.

Typical periods offered: Spring

MKT 5315 Growth Marketing Practicum

Help innovative and emerging brands address real growth challenges by developing marketing strategies related to customer acquisition, retention, positioning, product launches, or performance stagnation - situations where growth is uncertain and the path forward is not obvious. Growth challenges manifest differently across organizations, and students learn how to adapt their approach by deciding what to measure, how to interpret results, and how to connect marketing activity to business outcomes under real constraints. Through this process, students develop the ability to think strategically about growth, use metrics as a decision tool, and communicate recommendations that help organizations move forward. Teams meet regularly with the instructor for guidance and progress reviews and collaborate directly with client organizations throughout the engagement. Dropping the course after being introduced to a client will impact eligibility for future Center for Experiential Learning leadership roles.

Credit 1.5 units.

Typical periods offered: Spring

MKT 5503 Marketing

The purpose of this course is to familiarize students with the foundational elements of marketing strategy and execution in various managerial contexts. Class sessions emphasize customer/market focus and competitor analysis to coordinate marketing tactics that drive revenue and earnings growth. The course primarily uses case discussions, with lectures where appropriate. The cases provide students an opportunity to develop their oral and written skills in formulating and defending their marketing proposals. Recent developments in theory and practice are integrated into the course as appropriate. Students may not take both MKT 5503 and MKT 6503 for credit.

Credit 3 units.

Typical periods offered: Fall

MKT 5550 Data Analysis for Brand Management

Today's brand managers typically have access to large quantities of data. For example, managers of consumer packaged goods brands typically have access to supermarket scanner data that cover thousands of daily transactions in hundreds of product categories at the store. Careful analyses of such data leads to an improved understanding of the marketplace and, in turn, improves the quality of marketing decisions. This course will cover statistical models and techniques that can be effectively used by brand managers on large marketing datasets. While the focus will be on fast-moving packaged goods categories (coffee, laundry detergents, carbonated beverages etc.), the course will also deal with durable goods (automobiles), entertainment products (movies) etc. Microsoft Excel will be used for analysis. Students may not take both MKT 5550 and MKT 6550 for credit.

Credit 1.5 units.

Typical periods offered: Fall

MKT 5551 Analytics Driven Brand Management

In the current big data era, brand managers with an analytics-bent face a competitive advantage in successfully managing their brands against competing brands. This course will cover decision support tools that can be effectively used by brand managers to improve the quality of their marketing decisions, such as pricing, advertising, promotions, etc. These decision-support tools typically rely on market-based estimates of demand and competitive conditions, which are often obtained by analyzing historical transactions data (which is the focus of MKT 5550/6555: Data Analysis for Brand Management) and sometimes using consumer surveys (which is the focus of MKT 5710: Marketing Research). The focus of this course will be on the optimization of marketing resources and budgets given such a quantitative understanding of the marketplace. While the focus will be on fast-moving packaged goods categories (coffee, laundry detergents, carbonated beverages etc.), the course will also deal with durable goods (automobiles), entertainment products (movies) etc. Microsoft Excel will be used for analysis. This course emphasizes analytics-driven situations that students are likely to face in marketing and consulting jobs. Since the course borrows heavily from the analysis expertise of the instructor, which has informed both their academic research publications and their brand management-related consulting work, class attendance is important from the standpoint of getting the most out of this course. Students may not take both MKT 5551 and MKT 6551 for credit.

Credit 1.5 units.

Typical periods offered: Fall

MKT 5569 A/B Testing in Business and Social Science

This course teaches students causal inference methods. Making good business and policy decisions often demands decision makers to move beyond discovering correlations in the data, and to understand the underlying processes that have generated these correlations. In

fact, the range of business- and policy-relevant questions requiring causal inference is broader than commonly recognized, including topics like churn prediction in business settings. Therefore, a deep understanding of causal inference is crucial, especially in the era of expanding Artificial Intelligence capacities. Students may not take both MKT 5569 and MKT 6569 for credit.

Credit 3 units.

Typical periods offered: Spring

MKT 5580 Pricing Strategies

This course is designed to equip you with some essential concepts and techniques needed to make profitable decisions about one of the most important marketing variables--price. The course is structured around four fundamental factors that firms need to consider in their pricing decisions: costs, customers, competitors and climate (legal environment). Through case studies, in-class discussions, and course project/presentations, this course will provide you with a conceptual framework, grounded in modern economics and consumer psychology, for analyzing a complex marketing environment and designing proactive pricing strategies that are most profitable for your business. Familiarity with basic statistical techniques and a spreadsheet package like Excel is desirable.

Credit 1.5 units.

Typical periods offered: Fall

MKT 5581 Pricing Decision Making & Implementation

The focus of this course is on pricing tactics and strategies that are proven to be profitable for firms. Through case studies, lectures, a pricing simulation game and presentations, this course will help you to gain insights into successful pricing strategies in various industries and to develop your own skills necessary to make the most important business decision--pricing--in your organization. Topics of discussion include pricing innovative products, pricing and market making on the Internet, pricing of digital products, and dynamic pricing. Familiarity with basic statistical techniques and a spreadsheet package like Excel and completion of MKT 558 is strongly recommended.

Credit 1.5 units.

Typical periods offered: Fall

MKT 5590 Creating & Managing Innovative New Products

Business is transforming faster than ever, driven by technological acceleration, shifting customer expectations, and rising competitive pressures. In this environment, innovation is no longer optional; it is the engine of growth and resilience. This course prepares students to lead the creation and management of new products, services, and business models in dynamic markets. Students will learn how to uncover unmet needs, generate and evaluate opportunity spaces, and design strategies that create differentiated value. They will also gain hands-on experience applying tools and frameworks to prototype, test, and refine solutions, while developing the judgment to manage risk and navigate uncertainty. Through use-cases, interactive exercises, and collaborative projects, the course blends strategy and practice to help students translate insights into actionable innovation, equipping them with the skills to lead change in startups, established enterprises, and everything in between. Students may not take both MKT 5590 and MKT 6590 for credit.

Credit 1.5 units.

Typical periods offered: Fall

MKT 5591 Marketing Strategies for Innovative Products and Services

This course is the second of a two-part sequence. Each part in the sequence focuses on different areas of new product creation and can be taken as a stand-alone course. However, substantial synergies are gained by attending both courses and attaining extensive knowledge of the strategies, processes and methods used in creating successful

new products. This course focuses on issues including business model innovation, marketing mix (4P's) decisions for new products, concept and market testing, first mover dis/advantage, and expanding the product portfolio. This is a case-based course, where students participate in a dynamic and interactive group environment to develop the capacity to use the information learned to make informed new product decisions.

Credit 1.5 units.

Typical periods offered: Fall

MKT 5615 Introduction to GIS and Spatial Mapping

This course will introduce students to spatial thinking, Geographic Information Systems (GIS), and their application to solving important problems in the business world. Location plays an important role in business decisions ranging from where to locate a new store, how to efficiently deliver goods and services, to identifying customers and determining common demographic factors that define markets. This course will teach fundamental concepts such as how spatial data is generated, how to evaluate various sources, and common spatial analysis workflows. Students will learn how to use a browser-based GIS application to create maps and perform spatial analysis including geocoding, routing, and data integration. Upon completion students will be able to understand how GIS and Location Intelligence are used in business; confidently use the ArcGIS Online (AGOL) platform for spatial analysis and mapping; find, evaluate, and manage spatial data sources used for making business decisions; apply demographic analysis to identify customer characteristics using location; perform routing functions and quantify delivery logistics; carry out a Site Selection project to identify the best location for a new store.

Credit 1.5 units.

Typical periods offered: Fall, Spring

MKT 5710 Marketing Research I

This introductory marketing research course familiarizes students with the fundamentals of Marketing Research. Marketing Research involves developing research questions, collecting data, analyzing it and drawing inferences, with a view to making better business decisions. To this end the course is organized into two basic parts: (1) Data Collection and Research Design, and (2) Tools and Applications of Marketing Research. In essence, this is an Applied Statistics course where we focus on inference from Marketing Research data. Students interested in learning more advanced tools and applications may be interested in taking MKT 5711 (Advanced Marketing Research) as well, which is a follow up to this course.

Credit 1.5 units.

Typical periods offered: Fall, Spring

MKT 5711 Advanced Marketing Research

This course is designed for students wishing to develop advanced techniques in marketing research and analysis. Marketing Research involves developing research questions, collecting data, analyzing it and drawing inferences, with a view to making better business decisions. In this course, students will advance their skills in conducting marketing research and analyzing data using sophisticated multivariate techniques such as conjoint analysis, factor analysis, et cetera. In essence, this is an Applied Statistics course where we focus on inference from Marketing Research data.

Credit 1.5 units.

Typical periods offered: Fall, Spring

MKT 5760 Understanding and Influencing Consumer Behavior

If consumer behavior were easy to explain, then all products would sell as projected, all ads would be effective, economies would be perfectly efficient, and marketing would be a simple prospect. In reality, consumers are frustratingly human: irrational, emotional, and difficult to predict. Marketing begins and ends with consumers, and in this class we will discuss foundations of human behavior that will help us understand and predict consumer choices.

Credit 1.5 units.

Typical periods offered: Fall

MKT 5770 Marketing Strategy

Marketing strategic decisions require long-term planning and are often costly to change once implemented. They often involve more than one marketing mix variable (price, advertising, promotions, loyalty program) that have to be consistent with a firm's core competencies and complementary with each other, with the purpose of establishing competitive advantages over competitors. A good strategic planning requires careful analysis of market environments related to customers and competitors of a company. With the development of the information technology in recent decades, companies have collected valuable data, either by themselves or from third-party data providers, on customers and competitors. The biggest challenge for most companies, however, is how to use the data for strategic decision-making. The objective of this course is to provide a comprehensive framework to help understand the strategic situations of firms and trade-offs in the decision-making. This course covers some analytical and modeling techniques, but the focus is on the use of analysis results. It provides students the fundamental knowledge of analyzing data and solving business problems that have long-term impacts on business. Different marketing topics will be covered. One example is customer analysis, which is the most important strategic component for marketers. Other topics related to market competition, including competitor analysis, positioning, product and entry strategies, pricing and advertising planning will also be covered. This course is analysis driven, with the focus on better use of data. Doing so helps to develop initiatives for strategic planning to better compete in the market.

Credit 3 units.

Typical periods offered: Fall

MKT 5800 Marketing Research Analytics

This course is designed to provide students with an appreciation for the role of marketing research in the formulation and solution of marketing problems. In this course, students will develop basic skills related to conducting and evaluating marketing research designs, alternative methods of data collection, and data analysis techniques.

Credit 3 units.

Typical periods offered: Fall

MKT 5820 Sales & Customer Management

Business market (B2B) transactions involving sales (vs. "marketing") comprise a significant part of any economy – and perhaps the bulk. This course builds concepts, frameworks, and skills for students targeting commercial-facing, revenue-related career paths across a broad range of industries, with a focus on establishing and managing B2B relationships. We will explore methods and techniques in the areas of sales management, product management, and customer management. We accomplish this by applying tools and frameworks from the areas of marketing, negotiations, and managerial accounting. Students may not take both MKT 5820 and MKT 6820 for credit.

Credit 3 units.

Typical periods offered: Fall

MKT 5821 Inclusive Marketing

TBD - this is being created now for Scot Mall for MBA specialization academic requirement project

Credit 1.5 units.

Typical periods offered: Fall

MKT 5905 Marketing Industry Seminar

To improve industry awareness and overall savvy of our students interested marketing careers. This course is designed with several objectives in mind. First, it exposes our MBA students early on to the language, issues, and skill sets necessary for specific careers in marketing. Such learning goes beyond what can be covered in the marketing core course. Second, the increased industry exposure and roles and responsibilities of entry level product brand managers should play well as students prepare for internship interviews. Third, the relatively exhaustive review of each career path should facilitate the students' ability to appropriately pick a career path. Prerequisite: First-Year MBA student in good academic standing.

Credit 0.5 units.

Typical periods offered: Fall

MKT 6002 AI-Driven Customer Analytics

Customer Analytics addresses how we use data to learn about and market to individual customers. Using a combination of lectures, labs, and case analyses, we aim to gain a better appreciation of the advantages and limitations of data analytics and learn to communicate insights using analytical tools. The main programming language for this course is Python, with R as a complement. Both programming languages are the industry standard for data analytics, visualization, and machine learning. The instructor offers a programming preparation session at the beginning of the course and will provide sample codes and guidance during the semester. But if a student does not have any programming experience, the learning curve of the programming languages may be challenging, and please consult with the instructor or advisor before registering this class. Students may not take both MKT 5002 and MKT 6002 for credit.

Credit 3 units.

Typical periods offered: Fall

MKT 6004 Social Media and Influencer Marketing

Digital marketing plays a key role in shaping the modern economy, fueling modern business, affecting public policy, and enabling new forms of social communication. This digital marketing course plans to provide both the theoretical foundations of and an applied approach to understand digital marketing technologies. There are three target audiences for the course: (i) Entrepreneurs, product managers and marketing managers who often need to design digital marketing strategies and execute them; (ii) Consultants, data scientists and analysts who will interact with digital marketers, and make strategic and data-driven decisions; (iii) Students who are interested in understanding how the rapidly-evolving online environment shapes and can be used to affect our daily lives and data-driven decisions; (iii) Students who are interested in understanding how the rapidly-evolving online environment shapes and can be used to affect our daily lives.

Credit 1.5 units.

Typical periods offered: Spring Half A

MKT 6503 Marketing

The purpose of this course is to familiarize students with the foundational elements of marketing strategy and execution in various managerial contexts. Class sessions emphasize customer/market focus and competitor analysis to coordinate marketing tactics that drive revenue and earnings growth. The course primarily uses case discussions, with lectures where appropriate. The cases provide students an opportunity to develop their oral and written skills

in formulating and defending their marketing proposals. Recent developments in theory and practice are integrated into the course as appropriate. Students may not take both MKT 5503 and MKT 6503 for credit.

Credit 3 units.

Typical periods offered: Spring, Summer

MKT 6550 Data Analysis for Brand Management

Today's brand managers typically have access to large quantities of data. For example, managers of consumer packaged goods brands typically have access to supermarket scanner data that cover thousands of daily transactions in hundreds of product categories at the store. Careful analyses of such data leads to an improved understanding of the marketplace and, in turn, improves the quality of marketing decisions. This course will cover statistical models and techniques that can be effectively used by brand managers on large marketing datasets. While the focus will be on fast-moving packaged goods categories (coffee, laundry detergents, carbonated beverages etc.), the course will also deal with durable goods (automobiles), entertainment products (movies) etc. Microsoft Excel will be used for analysis. Students may not take both MKT 5550 and MKT 6550 for credit.

Credit 1.5 units.

Typical periods offered: Fall, Summer

MKT 6551 Analytics Driven Brand Management

In the current big data era, brand managers with an analytics bent face a competitive advantage in successfully managing their brands against competing brands. This course will cover decision support tools that can be effectively used by brand managers to improve the quality of their marketing decisions, such as pricing, advertising, promotions, etc. These decision-support tools typically rely on market-based estimates of demand and competitive conditions, which are often obtained by analyzing historical transactions data (which is the focus of MKT 5550/6555: Data Analysis for Brand Management) and sometimes using consumer surveys (which is the focus of MKT 5710: Marketing Research). The focus of this course will be on the optimization of marketing resources and budgets given such a quantitative understanding of the marketplace. While the focus will be on fast-moving packaged goods categories (coffee, laundry detergents, carbonated beverages etc.), the course will also deal with durable goods (automobiles), entertainment products (movies) etc. Microsoft Excel will be used for analysis. This course emphasizes analytics-driven situations that students are likely to face in marketing and consulting jobs. Since the course borrows heavily from the analysis expertise of the instructor, which has informed both their academic research publications and their brand management-related consulting work, class attendance is important from the standpoint of getting the most out of this course. Students may not take both MKT 5551 and MKT 6551 for credit.

Credit 1.5 units.

Typical periods offered: Spring

MKT 6569 A/B Testing in Business and Social Science

This course teaches students causal inference methods. Making good business and policy decisions often demands decision makers to move beyond discovering correlations in the data, and to understand the underlying processes that have generated these correlations. In fact, the range of business- and policy-relevant questions requiring causal inference is broader than commonly recognized, including topics like churn prediction in business settings. Therefore, a deep understanding of causal inference is crucial, especially in the era of expanding Artificial Intelligence capacities. Students may not take both MKT 5569 and MKT 6569 for credit.

Credit 3 units.

Typical periods offered: Fall, Spring

MKT 6590 Creating & Managing Innovative New Products

Business is transforming faster than ever, driven by technological acceleration, shifting customer expectations, and rising competitive pressures. In this environment, innovation is no longer optional; it is the engine of growth and resilience. This course prepares students to lead the creation and management of new products, services, and business models in dynamic markets. Students will learn how to uncover unmet needs, generate and evaluate opportunity spaces, and design strategies that create differentiated value. They will also gain hands-on experience applying tools and frameworks to prototype, test, and refine solutions, while developing the judgment to manage risk and navigate uncertainty. Through use-cases, interactive exercises, and collaborative projects, the course blends strategy and practice to help students translate insights into actionable innovation, equipping them with the skills to lead change in startups, established enterprises, and everything in between. Students may not take both MKT 5590 and MKT 6590 for credit.

Credit 1.5 units.

Typical periods offered: Spring

MKT 6770 Marketing Strategy

Marketing strategic decisions require long-term planning and are often costly to change once implemented. They often involve more than one marketing mix variable (price, advertising, promotions, loyalty program) that have to be consistent with a firm's core competencies and complementary with each other, with the purpose of establishing competitive advantages over competitors. A good strategic planning requires careful analysis of market environments related to customers and competitors of a company. With the development of the information technology in recent decades, companies have collected valuable data, either by themselves or from third-party data providers, on customers and competitors. The biggest challenge for most companies, however, is how to use the data for strategic decision-making. The objective of this course is to provide a comprehensive framework to help understand the strategic situations of firms and trade-offs in the decision-making. This course covers some analytical and modeling techniques, but the focus is on the use of analysis results. It provides students the fundamental knowledge of analyzing data and solving business problems that have long-term impacts on business. Different marketing topics will be covered. One example is customer analysis, which is the most important strategic component for marketers. Other topics related to market competition, including competitor analysis, positioning, product and entry strategies, pricing and advertising planning will also be covered. This course is analysis driven, with the focus on better use of data. Doing so helps to develop initiatives for strategic planning to better compete in the market.

Credit 3 units.

Typical periods offered: Fall

MKT 6820 Sales & Customer Management

Business market (B2B) transactions involving sales (vs. "marketing") comprise a significant part of any economy – and perhaps the bulk. This course builds concepts, frameworks, and skills for students targeting commercial-facing, revenue-related career paths across a broad range of industries, with a focus on establishing and managing B2B relationships. We will explore methods and techniques in the areas of sales management, product management, and customer management. We accomplish this by applying tools and frameworks from the areas of marketing, negotiations, and managerial accounting. Students may not take both MKT 5820 and MKT 6820 for credit.

Credit 3 units.

Typical periods offered: Summer

MKT 7710 Marketing Management

Upon completing this course, students will obtain the following core competencies: Competency to critically define the marketing concept for a specific business, Competency to systematically scan the marketing environment surrounding one's business, Competency to analyze and undertake segmentation, targeting, and positioning, Competency to coordinate the 4P's (Product, Price, Promotions, Place) for a product or service, Competency to undertake customer acquisition and retention using analytics-driven CRM.

Credit 3 units.

Typical periods offered: Fall, Summer

MKT 7740 Market and Consumer Focus

This course focuses on key data-driven marketing strategies and tactics that enable a business to attract, satisfy, and retain customers. Using these strategies, and investing in marketing, allows the firm to create real customer value while growing profitability. You will learn how to identify your target market, and how to position your product or service so that it meets your customers' wants and needs, all in the context of your and your firm's values. You will understand how to offer the right products or services to customers, at the right prices, using the right marketing communications and promotions, and delivered through the right channels.

Credit 3 units.

Typical periods offered: Spring

MKT 8201 Empirical Methods in Business: Part A

The objectives of this course are to train PhD students in different business disciplines to understand how to use data to address research questions, how to build econometric models that can be applied to data, and how to estimate the econometric models using some statistical packages. This course emphasizes on empirical data handling and estimation issues. Pre-requisites: students are expected to have basic statistical knowledge such as random variables and distributions, tests of statistical hypothesis, basic linear regression and maximum likelihood estimation.

Credit 3 units.

Typical periods offered: Fall

MKT 8602 Consumer Behavior II

Consumer Behavior II is the second half of a two-part PhD level course on consumer behavior. However, either part I or part II can be taken independently of the other part. This course will essentially cover the second half of topics from the Handbook of Consumer Psychology.

Credit 1.5 units.

Typical periods offered: Fall

MKT 8630 Experimental and Behavioral Research Methods Part A

This half-semester research methods course will focus on experimental design, causal inference and data reliability. Students will gain a strong background in current experimental methods and data integrity issues, and will have opportunities to practice designing experiments and experimental stimuli. Students will also have the opportunity to evaluate published experimental research. The course will be relevant to all PhD students whose research incorporates experiments, including but not limited to, students in Marketing, Organizational Behavior, Strategy, Psychology and Social Work.

Credit 1.5 units.

Typical periods offered: Fall

MKT 8631 Experimental and Behavioral Research Methods Part A

This half-semester research methods course will focus on experimental design, causal inference and data reliability. Students will gain a strong background in current experimental methods and data integrity issues and will have opportunities to practice designing experiments and experimental stimuli. Students will also have the opportunity to evaluate published experimental research. The course will be relevant to all PhD students whose research incorporates experiments, including but not limited to, students in Marketing, Organizational Behavior, Strategy, Psychology and Social Work.

Credit 1.5 units.

Typical periods offered: Fall

MKT 8640 Conditional Modeling Process

This course focuses on conditional process modeling using statistical software to integrate statistical mediation and moderation analysis. Additionally, we will discuss model specification, including power analyses and other implications for using these complex models, with time to workshop current research ideas involving conditional process models.

Credit 3 units.

Typical periods offered: Summer

MKT 8670 Doctoral Seminar in Marketing

This course is an advanced seminar of doctoral level standing. The course is aimed at students pursuing a degree in business, economics or other disciplines interested in learning about the state of the art in analytical and empirical models in marketing. The objective of this course is to study analytical and empirical models and methods used in marketing to understand and predict the behavior of market participants, viz., consumers, and firms and to examine generalizations of such behaviors from a number of studies. The topical coverage in this seminar will vary from year to year.

Credit 3 units.

Typical periods offered: Fall

MKT 8673 Analytical Modeling in Marketing

This Ph.D. level seminar provides an overview of analytical models in marketing as well as an in-depth discussion of game theory topics frequently used in Economics and Marketing literature. The seminar consists roughly of two parts. The objective of the first part is to achieve understanding, justification, and intuition for the commonly used equilibrium concepts and ideas in game theory, such as Nash, Bayesian Nash, and Markov-perfect equilibria, and sub-game perfection. The objective of the second part is to study how these concepts have been used in the current business and economics literature, with some emphasis on the area of Marketing. The topics and methodology covered in this seminar could be of interest to doctoral students in Business, Economics, and Political Science.

Credit 1.5 units.

Typical periods offered: Spring

MKT 8674 Judgment and Decision Making

This seminar examines selected research in judgment and decision making, covering fundamental research in psychology as well as research on consumer and managerial decision making. The course is grounded in behavioral decision research. The topics may be of interest to doctoral students studying related topics in business, psychology, economics, social work, and political science. This seminar will examine classic works on judgment and decision making and also focus on more contemporary issues. The primary course objectives are to: (a) provide a selective but intensive exposure to research in key theoretical, substantive, and methodological areas in judgment and decision making; (b) understand and explore both the normative and descriptive principles that govern decision making; (c) develop

a critical perspective that enables students to identify opportunities for theoretical advances, methodological innovations, and relevant applications in this area; and (d) equip students to conceptualize, design and implement original research on decision making. The course topics and readings will be rotated on a two-year cycle to allow students to take the course more than once.

Credit 3 units.

Typical periods offered: Spring

MKT 8675 Empirical Methods in Structural Modeling

This course will deal with structural econometric models of consumer and firm behavior. Each lecture will discuss modeling and estimation issues pertaining to one stream of research in this area. The focus of the course will be mainly on recent, state-of-the-art papers although the perspective of older, classic papers will be provided as and when appropriate.

Credit 1.5 units.

Typical periods offered: Fall

MKT 8730 Analytical Modeling in Marketing: Part A

This Ph.D. level seminar provides an overview of analytical models in marketing as well as an in-depth discussion of game theory topics frequently used in Economics and Marketing literature. The seminar consists roughly of two parts. The objective of the first part is to achieve understanding, justification, and intuition for the commonly used equilibrium concepts and ideas in game theory, such as Nash, Bayesian Nash, and Markov-perfect equilibria, and sub-game perfection. The objective of the second part is to study how these concepts have been used in the current business and economics literature, with some emphasis on the area of Marketing. The topics and methodology covered in this seminar could be of interest to doctoral students in Business, Economics, and Political Science.

Credit 1.5 units.

Typical periods offered: Spring

MKT 8741 Judgement and Decision Making: Part B

This class provides students an introductory overview of judgment and decision making (JDM, aka Behavioral Decision Making) research, with a consumer behavior slant. The field of JDM is heavily grounded by the disciplines of economics, psychology, and statistics and now has major contributions from most business domains as well (organizational behavior, behavioral accounting, behavioral finance, marketing, consumer behavior, etc.). We will look at some of the classic articles and theories that started the movement and current work that has updated these theories.

Credit 3 units.

Typical periods offered: Spring

Organizational Behavior

OB 5000 Foundations for Impactful Teamwork I

Meaningfully contributing to, building, and leading collaborative efforts—from small project-based teams to larger functions and divisions—is foundational to a rewarding and impactful career. The purpose of this course is to lay a foundation of interpersonal skills and systems thinking that will enable you to differentiate yourself as a valued-adding member and leader of organizations. The specific learning objectives for this course are to: 1) Deepen your understanding of yourself – as a social, emotional, cultural being, including your strengths, the contexts in which you thrive, and the areas where you are most interested in growing and developing during your MBA program. 2) Evaluate the aspects of your identity and

personal experiences that shape how you interact and engage with others and how they interact and engage with you in organizations. Extend your appreciation how to create equitable and inclusive teams that leverage a diversity perspectives and skillsets. 3) Develop your skills as a contributor to and leader of project-based teams. This includes sharpening your understanding of the core elements of team design and how leaders and team members alike can promote effective team processes. The course includes two complementary sessions: This first session is an intensive introduction to the core components of team formation, at the start of the MBA program. Credit 1.5 units.

Typical periods offered: Fall

OB 5002 Women in Leadership

This course takes a multi-faceted approach to the topic of women in leadership that combines evidence-based frameworks, academic cases, and distinguished speakers. Notable leaders share their life and career journeys with the students, providing advice and wisdom from their successful careers. Cases and readings emphasize the current state of empirical evidence on the topics being discussed. Students conduct their own research on a topic of their choice facing women in the workplace and present their analyses of modern issues drawing from the course concepts. Students are encouraged to use the rigorous material to engage in deep reflection about what students expect from their careers, as well as a chance to consider their pathways to become effective leaders in today's organizations. Students of all backgrounds welcome. Students may not take both OB 5002 and OB 6002 for credit.

Credit 1.5 units.

Typical periods offered: Fall

OB 5007 Foundations of Impactful Teamwork II

Meaningfully contributing to, building, and leading collaborative efforts—from small project-based teams to larger functions and divisions—is foundational to a rewarding and impactful career. The purpose of this course is to lay a foundation of interpersonal skills and systems thinking that will enable you to differentiate yourself as a valued-adding member and leader of organizations. The specific learning objectives for this course are to: 1) Deepen your understanding of yourself – as a social, emotional, cultural being, including your strengths, the contexts in which you thrive, and the areas where you are most interested in growing and developing during your MBA program. 2) Evaluate the aspects of your identity and personal experiences that shape how you interact and engage with others and how they interact and engage with you in organizations. Extend your appreciation of how to create equitable and inclusive teams that leverage a diversity of perspectives and skillsets. 3) Develop your skills as a contributor to and leader of project-based teams. This includes sharpening your understanding of the core elements of team design and how leaders and team members alike can promote effective team processes. The course includes two complementary sessions: This is the second half of this course which will give you a deeper dive into team processes that enhance team learning and effectiveness in the second session of the fall semester.

Credit 1.5 units.

Typical periods offered: Fall

OB 5230 Politics, Power, and Influence within Organizations

Description: The use of power and politics is inevitable in modern organizations - and the higher one goes, the more of it one encounters. Therefore, the development of real competency in managing power and influence can materially enhance career progression. The objective of this course is to develop such competency through the use of learner-centered instruction, which includes actual application of concepts through class discussion of case histories and the use of self-application exercises. The content

of the course includes: why power and politics occur; when are they particularly prevalent; what are the sources of power; how to build power throughout one's career; common influence tactics; the importance of political fit in job search, and; how to avoid political mistakes in a new position. Students may not take both OB 5230 and OB 6230 for credit.

Credit 3 units.

Typical periods offered: Fall, Spring

OB 5240 Negotiation

Description: Managers spend the majority of their time negotiating, from negotiating schedules and vacation time to negotiating resource allocations to negotiating mergers and major policy decisions and their implementation. Skillful negotiation is a critical component of the toolbox of the successful manager. The purpose of this course is to improve students' abilities to diagnose conflict situations and to analyze, plan, and conduct negotiations. The course material addresses negotiation as an effective means for implementing decisions and strategies and for resolving conflict in a variety of settings. The course format will involve simulated negotiations as well as experiential exercises, cases, discussion, and lectures. Students will be evaluated on case analysis, negotiation performance, and a final project. Students may not take both OB 5240 and OB 6240 for credit. Furthermore, students who take either of these courses for credit may not take OB 5610 for credit. OB 5240 and OB 6240 cover topics in greater depth than the shorter OB 5610 course; offer more opportunities for hands-on practice, learning, and feedback; and cover a wider range of additional topics.

Credit 3 units.

Typical periods offered: Fall, Spring, Summer

OB 5250 Human Resources Management

Emphasis on development of attitudes and skills of managers and supervisors in solving human problems and in building and maintaining effective employer-employee relations. Major topic areas include selection and placement, training, and compensation. Other topics include legal aspects of employment policies, labor relations, and other aspects of human resources management.

Credit 3 units.

Typical periods offered: Fall

OB 5270 Human Resource Strategies for General Managers

This course will provide a basic understanding of how to gain competitive advantage through developing the right human resource strategy for the business. It will begin with a consideration of how to link the people strategy to the business strategy, move through a discussion of segmenting and analyzing the workforce, and then cover the contribution of human resource functions in creating the right environment to motivate the highest levels of performance. This course is designed for students with full-time work experience. Students without pre-MBA work experience should take the course in year two after completion of a summer internship.

Credit 1.5 units.

Typical periods offered: Fall

OB 5300 Creative Thinking and Leading the Creative Organization

This course is for students who want to improve their ability to develop creative solutions to tricky problems and to lead in a way that fosters creativity in others. Data suggest that the ability to solve problems in new and better ways is one the leadership skills that is increasing in importance and that will set you apart from your peers. Future leaders who have mastered the skills of creativity and can foster those skills in others are therefore in a position to add tremendous value to their firms and, ultimately, to society. This course is designed to help you understand and begin to master those skills.

Credit 1.5 units.

Typical periods offered: Fall

OB 5340 Talent Analytics

Finding, developing, and retaining the best talent has always been the key to sustained success in business. Organizations today have potential access to far more useful information about people than ever before but most struggle to access and use it effectively. In a highly competitive global market, rigorously analyzing data to enable timely, strategic decisions about talent provides a critical edge. In this course you will learn how to use analytics to bring data and rigorous modelling to bear on people-related issues, such as recruiting, performance evaluation, leadership development and succession, job design, and compensation. Together, these can help organizations achieve long range strategic goals, rather than simply serving as an administrative support function.

Credit 1.5 units.

Typical periods offered: Spring

OB 5350 People Metrics

Metrics are at the core of people analytics. The purpose of this course is to introduce students to the foundations of assessing behavior in organizations using novel measurement approaches and large datasets. Through classroom discussions and real-world applications, this course will enable students to add value to organizations through the development, use, and interpretation of innovative people metrics. Specifically, after taking this course, you will be able to do the following: 1) Develop a clear and logical conceptual measurement model. A conceptual measurement model is the foundation of creating novel and useful new approaches for assessing intrapersonal characteristics (e.g., personality) and interpersonal behavior (e.g., knowledge sharing, teamwork). 2) Identify novel sources of data for innovative people metrics. Organizations are awash in the traces of individual behavior and social interactions. Decoding how data that already exist in an organization can be used to understand behavior is an essential skill for adding value in the field of people analytics. 3) Apply a rigorous process for validating new people metrics. Developing a measurement model and finding sources of data are necessary but insufficient for adding value through people metrics. New measures must be validated.

Credit 1.5 units.

Typical periods offered: Spring

OB 5603 Leading Across Differences

Given the challenges that we face locally both nationally and globally, managers need to develop the necessary skills to thrive socially and professionally in diverse contexts and communities. Most successful managers are able to incorporate and capitalize on the diversity of their employee population. However, by its nature, diversity means that we have different points of view, different values, different understandings and ways of knowing, different cultures and nationalities, and different ideas about how to measure and implement success and other factors in our organizations. Failure to incorporate and value those diverse voices can lead to conflict, negative press, turnover and poor performance in organizations and leave us paralyzed. Alternatively, we can capitalize on our diversity instead of letting it divide us. In so doing, we incorporate more points of view in our thought processes, consider novel alternatives, enhance creativity and performance, and incorporate all of our human assets by focusing on the basic values of equity, equality and inclusion. In this course, we will explore the impact of diverse organizational and multicultural contexts, with topics relevant to the workplace and our interactions, perceptions, and outcomes by exploring difference in terms of nationality, ethnicity, age, cultural values, gender differences, sexual orientation and different abilities. We take an interdisciplinary approach to the topic of diversity and inclusion. We will highlight

diversity, equity and inclusion from the perspective of areas within business, law, and sociology. As we cover each topic area, we will juxtapose specific business practices and their impact (or lack thereof) on members of a diverse organization. We will also attend to the impact of different perspectives in terms of how business practices may be viewed by diverse employees, customers and stockholders. Our agenda will be accomplished in discipline-specific segments, where we examine a specific topic/business practice and its impact on various constituencies, identities and organizational outcomes. Students can expect discussions that at times involve conflicting ideas and positions. These discussions should be approached with humility and respect, and students should be courteous and professional. Credit 3 units.

Typical periods offered: Spring

OB 5610 Negotiation and Conflict Management

Managers spend the majority of their time negotiating--from negotiating schedules and vacation time to negotiating resource allocations to negotiating mergers and major policy decisions and their implementation. Skillful negotiation is a critical component of the toolbox of the successful manager. The purpose of this course is to improve students' abilities to diagnose conflict situations, to analyze, plan, and conduct negotiations. The course material addresses negotiation as an effective means for implementing decisions and strategies and resolving conflict in a variety of settings. Course format will involve simulated negotiation and experiential exercises, cases, discussion, and lecture. Students will be evaluated on the basis of case analysis, negotiating performance, a final project and participation. Students are expected to participate in all negotiation exercises. Credit 1.5 units.

Typical periods offered: Fall, Spring

OB 5620 Leadership Competence

This course introduces theories of leadership that identify critical traits, skills, and behaviors typical of successful leaders, with a specific focus on developing competencies in the upcoming internship or career. Participants will review assessments of their own traits, dispositions, behavioral orientations, and social networks in light of contemporary frameworks for effective leadership. Competence in applying these frameworks will be developed through the development of cases and their analysis in leadership workshops. In addition, course participants will engage in constructive leadership development training both as coaches and recipients. Based on this feedback, participants will prepare an individual leadership development plan. Credit 1.5 units.

Typical periods offered: Fall, Summer

OB 5650 Leading Change

At work and throughout life, change happens. It often happens in fits and starts, as organizations and their members resist it. It can also happen more smoothly. Rapidly, even. The purpose of this course is to help you learn how to reduce resistance to change and produce changes more effectively within organizations - and within yourself. This course integrates cutting-edge academic research with cases and activities designed to strengthen your understanding of the course concepts and help you practice putting them into action. By the end of this course, you should be equipped to navigate a wide range of change-related challenges you will encounter throughout your career. Students may not take both OB 5650 and OB 6650 for credit. Credit 1.5 units.

Typical periods offered: Fall, Spring

OB 5660 Leadership in the Trenches

This course is based on the idea that effective leadership development combines three elements: (1) a challenging leadership experience, (2) developmental feedback from coaching, and (3) formal instruction. For the experiential component, this course partners with the Center for Experiential Learning (CEL) and targets students who have been selected as Team Leads for a semester-long program. Similar to leading a team in a consulting firm, Team Leads must manage, organize, and motivate team members, manage the relationship with the client to guide expectations and delivery, and work with the faculty advisor and the CEL. Team Leads spend an average of 5 to 10 hours per week throughout the semester serving in this role. Credit 1.5 units.

Typical periods offered: Fall, Spring

OB 5685 Mindfulness and Performance in the Workplace

Throughout corporate America and contemporary society, we frequently hear people touting the benefits of "mindfulness." What exactly is mindfulness – and how can it foster performance in the workplace and improve the quality of workers' lives? This course addresses these questions. More specifically, this course examines a large and growing body of research on mindfulness and mindful organizing and incorporates cases and activities designed to hone your attention skills and highlight applications of the course material. By the completion of the course, you should be finely attuned to the nature and relevance of mindfulness for organizations and their members – and able to think and behave more mindfully on an everyday basis. Credit 1.5 units.

Typical periods offered: Fall, Spring

OB 5720 Defining Moments: Lessons in Leadership and Character From the Top

Most successful leaders can point to a handful of defining moments in their careers - key choice points that defined the trajectory of their character, their career, and/or their company. What are those defining moments and why do they matter? How can aspiring business leaders prepare themselves to face their defining moments with insight and integrity? This course examines these questions by learning from notable leaders who exemplify both business excellence and personal character. Top executives from leading companies will sit down with us to talk about their defining moments and to engage with us in considering these questions. These conversations will be supplemented with second year MBA students; PMBA and EMBA students must have core courses completed. Credit 1.5 units.

Typical periods offered: Spring

OB 6002 Women in Leadership

This course takes a multi-faceted approach to the topic of women in leadership that combines evidence-based frameworks, academic cases, and distinguished speakers. Notable leaders share their life and career journeys with the students, providing advice and wisdom from their successful careers. Cases and readings emphasize the current state of empirical evidence on the topics being discussed. Students conduct their own research on a topic of their choice facing women in the workplace and present their analyses of modern issues drawing from the course concepts. Students are encouraged to use the rigorous material to engage in deep reflection about what students expect from their careers, as well as a chance to consider their pathways to become effective leaders in today's organizations. Students of all backgrounds welcome. Students may not take both OB 5002 and OB 6002 for credit. Credit 1.5 units.

Typical periods offered: Spring Half A

OB 6230 Politics, Power and Influence within Organizations

Description: The use of power and politics is inevitable in modern organizations - and the higher one goes, the more of it one encounters. Therefore, the development of real competency in managing power and influence can materially enhance career progression. The objective of this course is to develop such competency through the use of learner-centered instruction, which includes actual application of concepts through class discussion of case histories and the use of self-application exercises. The content of the course includes: why power and politics occur; when are they particularly prevalent; what are the sources of power; how to build power throughout one's career; common influence tactics; the importance of political fit in job search, and; how to avoid political mistakes in a new position. Students may not take both OB 5230 and OB 6230 for credit.

Credit 3 units.

Typical periods offered: Fall, Spring, Summer

OB 6240 Negotiations

Description: Managers spend the majority of their time negotiating, from negotiating schedules and vacation time to negotiating resource allocations to negotiating mergers and major policy decisions and their implementation. Skillful negotiation is a critical component of the toolbox of the successful manager. The purpose of this course is to improve students' abilities to diagnose conflict situations and to analyze, plan, and conduct negotiations. The course material addresses negotiation as an effective means for implementing decisions and strategies and for resolving conflict in a variety of settings. The course format will involve simulated negotiations as well as experiential exercises, cases, discussion, and lectures. Students will be evaluated on case analysis, negotiation performance, and a final project. Students may not take both OB 5240 and OB 6240 for credit. Furthermore, students who take either of these courses for credit may not take OB 5610 for credit. OB 5240 and OB 6240 cover topics in greater depth than the shorter OB 5610 course; offer more opportunities for hands-on practice, learning, and feedback; and cover a wider range of additional topics.

Credit 3 units.

Typical periods offered: Fall, Spring

OB 6301 Organizational Research Methods

This is a required course for Ph.D. students

Credit 3 units.

Typical periods offered: Fall, Spring

OB 6537 Teamwork and Leading Organizations

Skillfully contributing to, building, and leading collaborative efforts-from small project based teams to larger functions and divisions-will enable you to have an impact throughout your career. The purpose of this course is to lay a foundation of interpersonal skills and systems thinking that will enable you to differentiate yourself as a valued-adding member and leader of organizations. The specific learning objectives for this course are to develop your skills as a contributor to and leader of project-based teams. This includes sharpening your understanding of the core elements of team design and how leaders and team members alike can promote effective team processes. Develop your skills as a leader in and of organizations. This comprises being able to architect a system-its structure, work design, culture, and people management practices-to execute a given strategy, within a given environment. At the conclusion of this course, you will be able to independently transfer your learning to design, launch, and lead project-based teams in a manner that (a) meets or exceeds stakeholder's expectations for task performance; (b) contributes to the growth of individual team members; and, (c) leaves team members willing to work together again in the future; systematically analyze an

organization's architecture, assessing its internal congruence and its utility for executing a given strategic approach, either when engaged in early organizational design (e.g., scaling a start-up team) or when diagnosing the reasons for unsatisfactory organizational performance. Credit 3 units.

Typical periods offered: Fall, Spring

OB 6650 Leading Change

At work and throughout life, change happens. It often happens in fits and starts, as organizations and their members resist it. It can also happen more smoothly. Rapidly, even. The purpose of this course is to help you learn how to reduce resistance to change and produce changes more effectively within organizations - and within yourself. This course integrates cutting-edge academic research with cases and activities designed to strengthen your understanding of the course concepts and help you practice putting them into action. By the end of this course, you should be equipped to navigate a wide range of change-related challenges you will encounter throughout your career. Students may not take both OB 5650 and OB 6650 for credit.

Credit 1.5 units.

Typical periods offered: Fall, Spring

OB 7170 Leadership

The leadership course draws from behavioral science research and informed professional practice to provide a focused experience in executive leadership development. The intent is to be conceptually rigorous in the critical examination of how various perspectives explain the relationship between leadership and organizational outcomes, yet also to offer participants meaningful opportunities for the development of a portfolio of useful leadership competencies. Credit 3 units.

Typical periods offered: Spring

OB 7210 Organizational Behavior and Design

Taking the perspective of organizational leaders, we will address some of the most vexing organizational challenges. These include how you can bring out the best in people, compelling them to go above and beyond the call of duty to get the job done; considering ways to systematically avoid biases when making strategic decisions; designing a structure that enables strategy execution; creating a strategically relevant culture that aligns employees' interests with organizational objectives and promotes innovation; determining how to lead teams of diverse professionals; and wrestling with how to make difficult decisions from a position of personal and professional integrity. We will focus on the processes necessary to organize, motivate, and lead people engaged in collective activities and develop concepts and strategies that will help you to become a more effective leader. To accomplish these goals I have selected readings, cases, exercises, and videos to stimulate discussion and illustrate the conceptual and applied aspects of individual, group, and organizational behavior. Some of these materials focus on situations specific to India and organizations operating in the Indian market; others represent global wisdom and best practices. Throughout, though, the focus will be on making the materials and topics relevant to you and your career. Credit 3 units.

Typical periods offered: Spring

OB 7250 Managing Power & Influence in Organizations

Exercising leadership requires more than just a worthy goal or a good idea. It also requires an understanding of how things really get done in organizations and how you can influence people both within and outside your chain of command in order to gain support

and overcome resistance. In other words, it requires skill at leading through influence. This seminar will help you develop the three key skills of leading through influence: a) navigating politics, b) understanding power, and c) exercising influence.

Credit 3 units.

Typical periods offered: Fall, Summer

OB 7260 Team Development

The purpose of this course is to develop the conceptual tools and basic skills needed to manage people in organizations. Considers the basic problems that confront every manager: communicating effectively, negotiating sound agreements that build lasting relationships, managing the inevitable conflicts that arise in every organization and exercising leadership in work teams.

Credit 1.5 units.

Typical periods offered: Fall

OB 7270 Negotiations and Conflict Management

Managers spend the majority of their time negotiating - from schedules and vacation time to resource allocations to mergers and major policy decisions and their implementation. Skillful negotiation is a critical component of the toolbox of the successful manager. The purpose of this course is to improve students' abilities to diagnose conflict situations and to analyze, plan and conduct negotiations. The course material addresses negotiation as an effective means for implementing decisions and strategies and resolving conflict in a variety of settings. Course format will involve simulated negotiation and experiential exercises.

Credit 1.5 units.

Typical periods offered: Fall

OB 7280 Communication & Negotiation Skills

This course should provide executives with skills they need to succeed in any working environment, and day-to-day life; language skills for real-life business situations; and an opportunity to capitalize on personal style for more effective communication. Negotiation is a highly flexible approach for resolving conflicts, working out the terms of exchange, and building collaborative relationships. Skillful negotiations is therefore an essential aspect of executive's role. The course will also cover the foundations on effective negotiation skills, key negotiation concepts of evaluating alternatives, interests, and parties and the various negotiation styles.

Credit 3 units.

Typical periods offered: Summer

OB 7310 Teams & Collaboration

Teams have become ubiquitous in contemporary organizations, especially in circumstances when organizations are trying to tackle complex problems. All too often, however, teams do not deliver the anticipated results. The goal of this course is to introduce a framework for successful team design and leadership. The course will offer theoretical insights into the science of teams based on cutting-edge research as well as the opportunity to practice some team design and leadership tools firsthand. The course focuses on the processes necessary to organize, motivate, and lead people engaged in collective activities and on the strategies that will help students to become more effective leaders.

Credit 3 units.

Typical periods offered: Summer

OB 7400 Creative Thinking

According to the *World Economic Forum*, creative thinking is one of the skills that is only becoming more important in our rapidly changing and highly interdependent world. Creativity entails the generation of new ideas that have the power to better address existing or newly identified problems or opportunities. Leaders who have mastered skills such as associative thinking, the main driver of new ideas, or experimenting, a keyway to generate data to (in)validate one's ideas and can foster those skills in others are therefore in a position to add great value to their firms and, ultimately, to society. The purpose of this course is to help you master those skills and deploy them in a manner consistent with your personal values while honoring societal responsibilities.

Credit 1.5 units.

Typical periods offered: Fall

OB 7410 Global Leadership and Organization

This course provides tools, frameworks, and processes to help you understand unique opportunities for leading and building organizations across cultural differences. Throughout the course, we will focus on many questions, including: 1. What are the most relevant frameworks for understanding cultural differences across peoples and groups, and what implications do they hold for building organizations to optimize around such differences? 2. What is required of me as a leader as I seek to manage across cultural differences, whether those differences exist within or across global boundaries? 3. What are the principles and practices that make for high functioning global teams, and how can these be built into my team?

Credit 1.5 units.

Typical periods offered: Spring

OB 7460 Values-Based, Data-Driven Leadership

The purpose of Part 1: Values-Based/Data-Driven Leadership is to lay the foundation for each student's EMBA leadership development journey by 1) introducing a framework that will be used to organize and focus their leadership development and coaching efforts throughout the EMBA program, 2) elaborating and illustrating the importance of values/purpose and data for effective leadership, and 3) helping students understand and commit to a process for their own leadership development throughout the EMBA program (and beyond). On completion of this first module of the Leadership Development course, students will be prepared to start working with their personal executive coach to discuss strengths, identify developmental needs, and set goals.

Credit 1.5 units.

Typical periods offered: Fall

OB 7470 The Power of Purpose

The purpose of Part 2: The Power of Purpose is to 1) understand the critical importance of higher purpose for leader and organizational effectiveness, 2) work with colleagues to begin developing a statement of leader higher purpose, 3) understand the role of leaders in developing others (and launch peer coaching groups as a venue in which to practice), and 4) process individual and team feedback from the first-half teams and set goals for second-half teams.

Credit 1.5 units.

Typical periods offered: Summer

OB 7480 Values-Based, Data-Driven Leadership III

The purpose of Part 3: Your Leadership Development Journey is to 1) meet with peer coaches to give and receive feedback on the first draft of the leadership development plan, 2) process individual and team feedback from the second-half teams, 3) reinforce commitment to leader higher purpose by sharing statements with others, and 4) commit to a process of lifelong learning and personal development.

Credit 1 unit.

Typical periods offered: Spring

OB 7500 Organization Leadership and Influence

Exercising organizational leadership requires more than just a worthy goal or a good idea. It also requires an understanding of how things really get done in organizations and how you can influence people both within and outside your chain of command in order to gain support and overcome resistance. In other words, it requires skill at leading through influence. This seminar will help you develop the three key skills of leading through influence: a) navigating politics, b) understanding power, and c) exercising influence.

Credit 3 units.

Typical periods offered: Fall

OB 8610 Field Research Methods

This course will immerse students in the discipline and practice of research on organizations in the wild. Through readings, class discussions and -- most importantly -- student experiences embedded within an organization throughout the semester, students will use reflective memos and feedback from faculty and classmates to develop an initial mental model of what it means to develop and advance research projects that are grounded both in theory and in how real organizations operate today.

Credit 3 units.

Typical periods offered: Spring

OB 8620 Seminar in Organizational Behavior

The course surveys classic and contemporary research that addresses the design and function of organizations using methods of applied behavioral science. Examines multiple theoretical perspectives that researchers and other students of organizations have used to explain, predict, and control the behavior of individuals in organizations. Provides a familiarity with important theories and findings that comprise the field of organizational behavior. Examines how the field contributes to business education and practice.

Credit 3 units.

Typical periods offered: Fall, Spring

OB 8626 Negotiation & Conflict Management

This course will critically examine current theory and empirical research on social conflict, negotiation, and bargaining. Our objective will be to prepare participants in the seminar to become effective researchers in this field of study. Classes will be student driven with a focus on discussion and critical debate. All students will be expected to contribute actively to the discussions during each class period. The final deliverable for the course will be a research project on some significant aspect of conflict and negotiation.

Credit 3 units.

Typical periods offered: Fall

OB 8631 Social Cognition Part A

This course is designed to promote foundational understanding of Social Cognition as well as its influence in the Organizational Behavior and Consumer Behavior literatures. Throughout, students will learn from and evaluate published empirical work.

Credit 1.5 units.

Typical periods offered: Fall

OB 8635 Research as a Generative Process

The objective of this course is to help students develop the skills surrounding the most critical aspects of producing and disseminating research that precede data collection and that emerge following data analysis. In other words, this seminar focuses on the most generative aspects of the research process: formulating problems, generating ideas, building theory, engaging readers, and presenting work to various audiences. As such, this course addresses critical -- though often underappreciated -- aspects of empirical research (and its reporting) as well as all pertinent aspects of conducting and communicating theoretical research (i.e., conceptual papers). This course is designed to complement and enrich other seminars in the PhD program, most notably Organizational Research Methods and Field Research Methods. Connections to these seminars will become evident during the term.

Credit 3 units.

Typical periods offered: Spring

OB 8640 Seminar On Social Hierarchy Organizational Behavior

The purpose of this seminar is to examine the implications of social hierarchy, or stratification in power and status within a social group, for phenomena of central interest in the field of organizational behavior. We will examine the implications of social hierarchy for topics such as conflict, negotiation, learning, creativity, interpersonal perception, emotion, diversity, and leadership.

Credit 3 units.

Typical periods offered: Fall

Supply Chain, Operations, and Technology

SCOT 5050 Boeing Center Supply Chain Practicum

This practicum project will be a semester-long collaborative process between a Boeing Center client and a team of student consultants, whose goal is to solve a key problem faced by the firm. The project is created to provide the client with an outside, unbiased perspective on a matter of operational or strategic importance. If you think you see an immediate solution, the client is probably already aware of it. The client engages us for help because they are indeed facing a problem that requires a lot of work, so we should not quickly jump to conclusions. It is not just a simple school assignment that can be completed within a matter of days. As professionals-in-training, students will be evaluated for their job performance. Assessment criteria include quality of work, ability to meet deadlines, meeting participation, communication, teamwork, work ethic, and so on. The faculty adviser and PhD lead will provide students with analytical guidance and advice to facilitate project progression. The project manager and fellow will maintain client relationships, coordinate the logistics of client and internal meetings, and ensure that the team is performing up to expectations. Each task assigned is a building block for overall deliverables, which require the thorough and creative thinking of participating students.

Credit 3 units.

Typical periods offered: Fall, Spring

SCOT 5100 Operations Management Foundations

This course discusses the main principles and concepts in managing operations for competitive success. Among the topics covered are: Operations strategy, capacity analysis and organization, queuing theory, service management, quality management, inventory management, and a brief introduction to supply chain management. Students learn the basics of how to manage the operations of a firm, with the main goal of this course being to prepare students for advanced coursework in operations and supply chain management, beginning in the Fall A term. Most sessions consist of in-depth case discussion, integrated with theory. This course is available only to students entering the MS/Supply Chain Management or MSSCA program. You are not able to self-register for this course, it is admin registration only.

Credit 2 units.

Typical periods offered: Fall, Spring, Summer

SCOT 5300 Supply Chain Analytics Capstone

This course is intended for MSSCA graduating students. Students will apply, in an integrated and hands-on fashion, the various analytics skills acquired during the program to realistic, data-intensive, business cases and projects.

Credit 3 units.

Typical periods offered: Fall

SCOT 5310 Supply Chain Finance

This course focuses on understanding ways to better integrate operational and financial decisions within a supply chain. Our studied firms and world-class practices better integrate physical and financial flows by endogenizing not only the operational choices of the firm and its agents but also their financial decisions. Students will better understand how to make informed decisions using all relevant analytics tools at the interface of operations, finance and risk management. There are three main topics the course will explore: Supply Chain Financing: Understand how capital constraints of firms in a supply chain affect their operational choices, and what are better ways to finance working capital needs of a firm in a supply chain, when fully accounting for the operational and risk management implications of such solutions. The financing solutions that will be explored are divided into supplier led (e.g., trade credit) and buyer led (e.g., reverse factoring). Supply Chain Contracting in the presence of Financial Frictions: Study the effect of financial frictions (e.g. limited working capital, transaction costs, taxes, bankruptcy costs) on contracts and the implementation of operational strategies. The contracting issues to be explored within a supply chain finance setting are incentive coordination among firms in the chain, information asymmetries, and moral hazard issues. Integrated Operational and Financial Risk Hedging: Understand how operational and financial risks in global supply chains interact (e.g. exchange rates, commodity procurement risks, etc.), and what combination of operational and financial tools can be used to effectively manage those risks.

Credit 1.5 units.

Typical periods offered: Spring

SCOT 5500 Project Management

Change management has become synonymous with project management, since organizations that want to change their focus or direction increasingly recognize that introducing new products, processes, or programs in a timely and cost-effective manner requires professional project management. This course analyzes complex projects and discusses available tools for managing them. Some of the topics covered include life cycle models, project selection, project monitoring and control, planning with uncertainty, project risk management, the critical chain method, and managing multiple projects. It also discusses commercial project management software and how to overcome its limited functionality to address the

requirements of managing risky, complex projects in practice. Students learn project management skills that will be useful throughout their careers. As such, this course is essential for current or future managers regardless of their career concentration. Students may not earn credit in both SCOT 5500 and SCOT 6500.

Credit 3 units.

Typical periods offered: Fall, Spring

SCOT 5501 Supply Chain Risk Management

Many events in the last few years made supply chain managers keenly aware of the multiplicity and diversity of risks affecting them, from fluctuating commodity prices, unstable currencies, hurricanes and earthquakes, fires, terrorist attacks, contaminated material sourced from developing countries, and suppliers going bankrupt in tight financial credit environments. Building a functional supply chain requires careful planning and consideration of a variety of disruption risks, and it is of paramount importance to integrate management of physical flows and financial hedges when dealing with such risks. Companies that effectively manage their supply chain risks enjoy a level of robustness (flexibility) and resilience (disruption-proof-ness) that affords them significant competitive advantage. This course will develop a comprehensive risk management framework for complex supply chains and introduce students to all needed decision tools for supply management and risk hedging. In addition, it will outline a portfolio of proven strategies to assess, reduce, hedge, and mitigate supply chain risks.

Credit 1.5 units.

Typical periods offered: Fall, Spring

SCOT 5502 Advanced Topics in Logistics and Supply Chain Management

Fast-changing consumer demand, the Internet and digital technology, growing competitive pressures, and globalization create new opportunities and challenges on how firms can efficiently deliver the right product to the right place at the right time. Practitioners have responded to drastic market changes through various innovative strategies such as supply chain redesign. These challenges have also attracted significant academic attention and inspired new supply chain research. This course focuses on advanced topics in logistics and supply chain management that are of interest to managers, consultants, and researchers. Students will gain exposure to state-of-the-art knowledge about these topics by attending seminar sessions given by both industry and academic speakers.

Credit 1.5 units.

Typical periods offered: Spring

SCOT 5503 Simulation

This course covers the two key types of simulation models of uncertain events: Monte Carlo simulation and Discrete Event Simulation. The conceptual difference between these two simulation methodologies is in their treatment of time. Discrete Event Simulation is used to model dynamic systems where events occur at specified, random, times. In Monte Carlo simulation, the timing of events is typically inconsequential. Upon successful completion of this course, students will demonstrate competency in formulating and analyzing models under uncertainty using both Excel and state-of-the-art simulation software. They will become proficient with software tools like Arena for Discrete Event Simulation and Crystal Ball for Monte Carlo simulation. The course emphasizes proficiency in using software tools to analyze models rather than theory.

Credit 1.5 units.

Typical periods offered: Spring

SCOT 5505 Generative Artificial Intelligence

This is a 3-credit introductory course to generative AI. The course assumes basic programming skills in Python, which can be acquired through the prerequisite data science course, DAT 561. The course is divided into four components:

1. Basic Technology in Natural Language Processing (NLP): This component covers the foundational technology in NLP that powers large language models. Topics include an introduction to PyTorch/Deep Learning, traditional NLP models (such as word vectors, transformer models, tokenizers, etc.), and the basic building blocks of foundational models.
2. Generative AI Usage and Programming: This component focuses on the practical applications of generative AI, enabling students to build business applications. Topics include an introduction to large language models (LLMs), prompt engineering, LLM evaluation, retrieval-argument generation (RAG), fine-tuning, AI agents and agentic workflows, and LLMops. The goal is for students to reach a level where they can develop interesting business applications using these tools.
3. Societal and Business Impact of Large Language Models: This component addresses the broader impact of generative AI. It begins with an overview of the generative AI supply chain, from power generation and data center construction to end-user applications. The goal is to help students understand the short-term and long-term business impacts of generative AI. It also covers the societal impact and discusses how to build safe and responsible AI.
4. Beyond Large Language Models: This final component explores image, voice, and video generation. Topics include multimodal generative AI and diffusion models for image generation.

Credit 3 units.

Typical periods offered: Fall

SCOT 5568 Business Management with SAP 1

This course introduces students to the concepts of Enterprise Resource Planning systems, and the integrated business processes which ERP systems support. These processes include sales and operations planning, materials management, manufacturing requirements planning, and financial reporting. Cross-functional business processes, such as Order-to-Cash, integrate sales and distribution, materials management, and financial accounting. The ERP system provides a roll-up to financial reporting systems which is essential for cost management and control. This course introduces participants to integrated business processes through the application of SAP modules supporting Sales and Distribution (SD), Materials Management (MM), Financial Accounting (FI), Production Planning (PP), and Controlling (CO) as components of the SAP integrated business solution. This is a hands-on workshop type of class which enables you to learn the business processes which SAP-ERP supports. The class provides opportunities for problem-solving, collaboration, and active learning. The Enterprise Systems course will enable you to acquire the skills and knowledge needed for roles as business analysts, configuration specialists, and consultants. This skill set provides significant opportunities to increase your value for roles as enterprise architects, business systems analysts, IT project managers, and information systems specialists in accounting/finance, sales/distribution, human resources, production planning, materials management, and supply chain.

Credit 1.5 units.

Typical periods offered: Fall Half A, Fall

SCOT 5580 Advanced Operations Strategy

This course deals with operations issues having a long-term impact on the corporate strategy, and on the competitive viability of a firm. We develop a general framework for creating and analyzing strategies for managing domestic and international manufacturing and service operations. The strategic decision categories to be examined include product-process technology strategies, facilities, and capacity management, performance measurement, managing quality and

productivity, and system design. The course covers productivity measurement, process choice, product profiling, interfaces with marketing, experience costs, process positioning, accounting and financial perspectives, and international operations. It gives equal attention to service operations and manufacturing operations.

Emphasis is on the application of systems thinking to case studies and the design of world class operations. It is valuable for students with an operations or general management focus, as well as for finance and marketing students.

Credit 3 units.

Typical periods offered: Fall

SCOT 5590 Managing Business Process Outsourcing

The growth of global outsourcing in all types of business processes (from manufacturing to research and development, engineering, call centers, clinical trial tests, IT, accounting, human resources, etc.) has been one of the most important business trend of the last decades.

As a result of such strategic trends and actions, it becomes essential to strategically manage global business process outsourcing as a key business process by itself, and to hire and train managers that fully understand the tradeoffs, implementation challenges, approaches for managing risks and more importantly, are able to manage the business relationships with third party contracting organizations. This course is intended to provide the fundamental skills necessary to become successful, global managers of value chains who, when faced with outsourcing decisions, can competently make them within the context of their firms' strategy as well as effectively execute all aspects of the outsourcing process while managing the outsourcing relationship with suppliers.

Credit 1.5 units.

Typical periods offered: Spring

SCOT 5630 AI for Managers

This course is designed for MBA students at Olin and select non-Olin WashU Master's students. No prior programming, computer science, or engineering experience is required. The course, however, covers a lot of technical ground at a rapid pace. We cover it a high, but precise, level suitable for managers, executives, and entrepreneurs. You will spend 1-2 hours preparing for each class. You will also spend an average of 1-2 hours after each class reviewing and working on assignments.

Credit 1.5 units.

Typical periods offered: Spring

SCOT 5702 Introduction to Revenue Management

The term quantitative pricing and revenue analytics collectively refers to the set of practices and tools that firms in various industries use to quantitatively model consumer preferences, segment their market, and tactically optimize (often in a microtargeted or personalized manner) their product assortment, pricing, and promotion strategies. The origins of this field, which is often referred to as revenue management, were in the airline industry during the late 1980s. The prototypical question is how a firm should set and update pricing and make product availability decisions across its various selling channels in order to maximize its profitability. In the airline industry, tickets for the same flight may be sold at many different fares, and availability may change as a function of purchase restrictions, forecasted future demand, and the number of unsold seats. The adoption of such systems has transformed the transportation and hospitality industries, and it is increasingly important in retail, telecommunications, entertainment, financial services, health care, and manufacturing as well as online advertising, online retailing, and online markets. In parallel, pricing and revenue optimization has become a rapidly expanding practice in consulting services and a growing area of software and IT development. The ultimate goal of this

course is for students to learn to identify and exploit opportunities for revenue optimization in different business contexts. The topics covered in this course are either directly or indirectly related to customer segmentation, demand modeling, and tactical price optimization. Credit 1.5 units.

Typical periods offered: Fall

SCOT 5704 Operations Management

This course introduces the core principles and concepts of managing operations to achieve a competitive advantage. Students explore how operational decisions shape, and are shaped by, a firm's overall business strategy, and how well-designed processes can enhance organizational performance and strategic differentiation. Emphasis is placed on understanding and improving business processes, aligning operations with strategic goals, and applying analytical approaches to support effective managerial decisions. The course provides both the foundational knowledge and strategic perspective needed to lead and transform operations in a dynamic business environment. Students may not earn credit in both SCOT 5704 and SCOT 6704.

Credit 3 units.

Typical periods offered: Fall

SCOT 5720 Lean Systems and Process Improvement

This course discusses the origins and basic philosophies of lean, process improvement, and quality management systems such as the Toyota Production System, 5S, Total Quality Management (TQM), and Six Sigma. Students will engage in activities designed to increase their appreciation of how different departments across the business organization interact to affect production efficiency and quality, and will practice strategies to identify areas for process improvement and coordination of cross-functional teams. Students will leave the course with an appreciation of the broad level application of these philosophies, how modern technology is affecting their implementation, and strategies for further study to tailor their knowledge to their individual fields.

Credit 1.5 units.

Typical periods offered: Spring

SCOT 5721 Operations Analytics

Examines the concepts and techniques essential for effective operations planning, scheduling, and control in various manufacturing and service organizations. Discusses the use of various models for inventory control, forecasting, production planning, and operations scheduling. Just-in-time techniques and material requirements planning systems will also be discussed.

Credit 3 units.

Typical periods offered: Spring

SCOT 5730 Operations Management in the Service Industry

The service industry is of vital importance to today's economy. Through a greater understanding of the design and operation of services, productivity improvements can be achieved which result in real growth. We will discuss important issues in the operations of major service providers such as hotels and restaurants, airlines, retailers, and health care providers covering topics including process (re-)design; capacity and demand management, queueing theory, customer behavior, performance measurement, and AI-enabled transformations. The course will approach services from an operations management viewpoint, though related aspects of strategy, technology, and organization will be discussed.

Credit 1.5 units.

Typical periods offered: Spring

SCOT 5760 Foundations of Supply Chain Management

In a fiercely competitive global business environment, companies must manage complex processes to produce and deliver goods while sustaining a competitive advantage. This course provides a comprehensive framework for supply chain analysis and improvement, moving beyond basic operations to view supply chain management from a managerial and strategic perspective. Students will learn to align supply chain capabilities with business strategies and identify problems through data-driven benchmarking and financial flow analysis. Through real-world case studies and a competitive online simulation game, students will examine critical trade-offs in sourcing, production, distribution strategies, and environmental sustainability. This course is strongly recommended for students pursuing careers in consulting, sourcing, operations, and integrated business planning.

Credit 1.5 units.

Typical periods offered: Fall, Summer

SCOT 5770 Supply Chain Innovation and Technology

Digital transformation is radically reshaping the business world. While specific technologies like Artificial Intelligence, Blockchain, and IoT dominate headlines, the fundamental challenge for business leaders remains the same: how to leverage technologies to drive value. This course moves beyond the hype to provide enduring frameworks for IT deployment and supply chain innovation. Students will analyze real-world successes and failures, evaluate the strategic fit of emerging technologies, and learn to manage digital transformation risks. This course is designed to equip students with a decision-making toolkit that remains relevant even as the suite of available technologies evolves.

Credit 1.5 units.

Typical periods offered: Fall

SCOT 5906 Operations and Supply Chain Management Industry Seminar

Fast-changing consumer demand, the Internet and digital technology, growing competitive pressures, and globalization create new opportunities and challenges on how firms can efficiently deliver the right product to the right place at the right time. Practitioners have responded to drastic market changes through various innovative strategies such as supply chain redesign. These challenges have also attracted significant academic attention and inspired new supply chain research. This course focuses on advanced topics in logistics and supply chain management that are of interest to managers, consultants, and researchers. Students will gain exposure to state-of-the-art knowledge about these topics by attending seminar sessions given by both industry and academic speakers.

Credit 1 unit.

Typical periods offered: Fall

SCOT 6500 Project Management

Change management has become synonymous with project management, since organizations that want to change their focus or direction increasingly recognize that introducing new products, processes, or programs in a timely and cost-effective manner requires professional project management. This course analyzes complex projects and discusses available tools for managing them. Some of the topics covered include life cycle models, project selection, project monitoring and control, planning with uncertainty, project risk management, the critical chain method, and managing multiple projects. It also discusses commercial project management software and how to overcome its limited functionality to address the requirements of managing risky, complex projects in practice. Students learn project management skills that will be useful throughout their careers. As such, this course is essential for current or future managers regardless of their career concentration. Students may not earn credit in both SCOT 5500 and SCOT 6500.

Credit 3 units.

Typical periods offered: Spring

SCOT 6630 AI for Managers

AI technology is developing rapidly and is transforming products and services across diverse industries. It is also transforming core business functions in operations, marketing, and human resources, among others. Today, managers, entrepreneurs, and executives need a solid understanding of what this technology is (and isn't), what it can do (and cannot do), and be adept at recognizing opportunities, implementation challenges, deployment best practices, and associated risks. Helping achieve this much needed skill set is the purpose of this course. The course provides a managerial ("functional") understanding of the emerging AI technology space as it relates to business applications. We ask not what AI you can do but what AI can do for your business. You are a future product manager or entrepreneur working - alongside engineers - to create a new product, a new product feature, or automate an inefficient costly process. Your job requires you to identify when and how to utilize AI technology, and to lead, competently and credibly, cross-functional teams that deliver tangible results at the intersection of technical feasibility and business priorities. You need a robust understanding of the functionality, and be conversant in the language, of AI technology and the AI development pipeline. You also need frameworks and use case examples that help you think through AI strategy and AI economics. Finally, you need an understanding of the wider implications and risks of this technology so you can deploy it responsibly.

Credit 1.5 units.

Typical periods offered: Fall

SCOT 6704 Operations Management

This course introduces the core principles and concepts of managing operations to achieve a competitive advantage. Students explore how operational decisions shape, and are shaped by, a firm's overall business strategy, and how well-designed processes can enhance organizational performance and strategic differentiation. Emphasis is placed on understanding and improving business processes, aligning operations with strategic goals, and applying analytical approaches to support effective managerial decisions. The course provides both the foundational knowledge and strategic perspective needed to lead and transform operations in a dynamic business environment. Students may not earn credit in both SCOT 5704 and SCOT 6704.

Credit 3 units.

Typical periods offered: Spring, Summer

SCOT 7460 Global Supply Chain Management

Deals with the complexities, uncertainties and risks in global supply chains for goods and services. Building upon the foundational supply chain management principles in OMM 756, it develops the general management skills of planning and operating supply chains in the global arena – for example, dealing with expansion in new regional markets with demand, trade and other macroeconomic uncertainties, designing a global manufacturing and sourcing strategy, adapting the supply chain to macroeconomic and technological trends; optimizing multiple transport service types; coordination of vast out-sourcing and logistics networks for a multiplicity of production and service activities; designing organizational structures, information and communication systems that integrate the supply chain, and develop the supply chain risk management strategies and tactics for a resilient supply chain. Among the topics covered: global supply chain strategy, supply chain analytics, performance metrics, network design, supplier management, supply chain finance, integrated risk management of global operational risks, design for supply chain management,

emerging technologies (blockchains, AI, Internet of things, 3D printing, etc.) and their shaping of future supply chains, managing sustainable supply chains, and corporate social responsibility issues in global supply chains.

Credit 3 units.

Typical periods offered: Fall

SCOT 7480 Data-Driven Decision Making: Analysis to Action

This module introduces the fundamental building blocks of data-driven decision making. It first dives into two pillars of modern data science: causal inference and machine learning. It then discusses how to effectively build and run a data science team as well as make an organization data-driven. Last but not least, this module will also cover cutting-edge debates related to data science, such as privacy and fairness.

Credit 1.5 units.

Typical periods offered: Spring, Summer

SCOT 7500 Managing Operations

This course's first goal is to introduce the strategic and operational challenges that operations managers are confronted with, and provide frameworks to critically understand and deal with those challenges. For example, we will discuss the fundamental principles of quality management and lean systems, capacity strategy and real options, and supply chain management. The second goal of this course is to introduce process analysis and improvement tools. We will utilize basic analysis techniques to study process capacity and bottlenecks, evaluate the impact of process variability, and explore the fundamental principles of inventory management.

Credit 3 units.

Typical periods offered: Fall, Summer

SCOT 7540 Global Supply Chain Management

1. Developing an understanding of the state-of-the-art general management and operations strategy thinking as it applies to firms with global manufacturing and service operations, and global supply chain logistics functions. 2. Developing a capacity for systematic analysis of global operations and supply chain problems on a functional, business and company wide. 3. Develop an understanding of the organizational and process structures used in global operations and logistics, and their strengths and weaknesses. 4. Develop an understanding of the key criteria utilized in multinational location sites and sourcing selection, global service facilities, configuration, and international supplier network develop 5. Gain an appreciation of the complexities associated with operations and supply chain reengineering at a global scale, and discuss approaches, including emerging technologies such as Internet and Radio Frequency Identification (RFID), in better handling such issues. 6. Understand state-of-the-art Global Supply Chain Practices (e.g., VMI, Quick Response, Virtual Integration, Mass Customization, Demand and Revenue Management).

Credit 3 units.

Typical periods offered: Summer

SCOT 7555 Global Supply Chain Management

To succeed in a fiercely competitive business environment, companies must effectively manage the network of processes that produce and deliver goods and services. Globalization, expanding product variety, rapid technology cycles, and changing customer expectations compound that challenge. Integration across functions and with partners worldwide is essential to sustained advantage. This course takes a managerial perspective on supply chain strategies and operations, with a focus on the global context of cross-border competition and collaboration. The goal is to equip senior leaders with the concepts, frameworks, and tools to analyze supply chain decisions

and design resilient, high-performing networks that span countries and cultures. Through global case studies drawn from diverse geographies and discussions, students will learn how to align supply chain design with business strategy, diagnose root causes of underperformance, and evaluate trade-offs in global manufacturing, sourcing, logistics, and procurement. The emphasis is on developing sound, strategic thinking and decision-making skills that apply across industries and geographies.

Credit 3 units.

Typical periods offered: Spring

SCOT 7560 Managing Operations

Deals with the process by which organizations convert inputs (e.g., labor, material, equipment, knowledge) into outputs (goods and services). Focusing on strategic and tactical issues, the course covers the following subjects: product/process management, total quality management, capacity management, customer loyalty and services, inventory management, supply chain management, product development; and facility location and sourcing. Different industries, including services, as well as international operational issues are covered.

Credit 3 units.

Typical periods offered: Summer

SCOT 7630 AI for Executives - Foundations

Artificial Intelligence (AI) is no longer just a technical discipline; it's a strategic imperative. From transforming core business functions like marketing and operations to creating entirely new products, AI is reshaping the competitive landscape. This course is designed to equip you, as an executive or entrepreneur, with the foundational knowledge and strategic mindset needed to lead your organization's AI transformation.

Credit 1.5 units.

Typical periods offered: Spring

SCOT 7631 AI for Executives - Practicum

This practicum builds directly on SCOT 7630: AI for Executives – Foundations, shifting the emphasis from conceptual understanding to practical ideation and execution. Participants will be challenged to architect a viable AI-driven business initiative and translate strategic intent into an actionable plan. The course provides an opportunity to explore, develop, and refine innovative proposals and business plans for AI-enabled projects within your organization or beyond. Projects may range from transforming a core business function (e.g., marketing, operations, HR) within an established enterprise to designing a new AI-powered product, service, or business model in an entrepreneurial context.

By the conclusion of the course, each team will deliver a draft business plan that demonstrates both business due diligence (e.g., product–market fit, customer value proposition, competitive positioning, revenue model, and profitability) and technical due diligence.

Credit 1.5 units.

Typical periods offered: Spring

SCOT 8652 Theory and Research Methods in Inventory and Supply Chain Management

The course covers theories and techniques for inventory management. We introduce discrete and continuous time models with finite and infinite planning horizon and expose students to computational techniques for solving dynamic inventory models.

Credit 3 units.

Typical periods offered: Fall

SCOT 8653 Stochastic Models for Production and Service Systems

The first half of the course will focus on stochastic processes course with an emphasis on queueing (especially as applied to operations models) and probabilistic reasoning. The approach will be non-measure theoretic but otherwise rigorous. Students are assumed to already have a working knowledge of probability and stochastic processes. The course will contain a sampling of some of the most important stochastic proof techniques for operations. Specific topics include Markov chain analysis, queueing theory, sample path arguments, and limit theorems. The second half of the course will focus on the application of stochastic processes and equilibrium analysis to service operations systems. Classical models covered from the textbook will be studied. Topics include observable queues, unobservable queues, and competition among servers. Students will also be exposed to recent research development by reading and presenting research papers on these topics.

Credit 3 units.

Typical periods offered: Spring

SCOT 8654 Inventory & Supply Chain Management Theory and Research

This course is designed for PhD students in the area of operations and supply chain management. From a theoretical perspective, this course covers the fundamental theory of inventory and supply chain management for deterministic systems and focuses on establishing structural results for optimal policies and deriving solution algorithms. The course content will include book chapters and (published/working) research articles. We will run in parallel to the course some "recent hot topic research areas" mini seminars. The hot topics might be outside of the traditional inventory and supply chain management domain, but they will still heavily rely on operational theory fundamentals and have immediate applicability to operations and supply chain management. This course is for doctoral students only.

Credit 3 units.

Typical periods offered: Spring

SCOT 8655 Dynamic Programming & Optimal Control

This doctoral-level course introduces discrete and continuous time models with finite and infinite planning horizon, and computational techniques for making sequential interrelated decisions under uncertainty.

Credit 3 units.

Typical periods offered: Fall

SCOT 8656 Optimization Theory and Applications

Optimization theory plays a fundamental role in modeling and guiding the behavior of rational consumers, firms, and regulators. This graduate course provides students a broad yet rigorous foundation in the theory and applications of optimization. It covers classical linear, nonlinear, discrete, and dynamic models; specialized methodologies of current applied research interest, including super modularity and robust optimization; applications of current research interest, including social and economic networks; and computer implementations using state-of-the-art software. See below for a detailed outline of topics covered. The course is designed for doctoral students in economics, finance, marketing, operations management, and related fields. Its objective is to help these students recognize elements of optimization models and structures in their diverse research topics, to utilize fundamental results from optimization theory to formalize, strengthen, and extend their research results, and to develop their mathematical maturity and ability to conduct rigorous proof-based research. To keep the coverage broad, only key results in each topic are presented along with their proofs. Geometric intuition is invoked whenever robust. Detailed references are provided for more specialized results. Research papers that demonstrate the applications of theory are discussed.



Credit 1.5 units.

Typical periods offered: Fall

SCOT 8657 Research Topics & Engineering Themes in Supply Chain & Revenue Mgt

This is a doctoral course on models in operations management (mostly in supply chain management) with an emphasis on economics-related topics. The first half of the course is devoted to studying methodologies for analyzing building-block models in supply chain management. The second half of the course focuses on the application of economics theories such as game theory to supply chain research. Upon completing this course, a student will have the necessary knowledge and tools to produce novel research in supply chain management.

Credit 3 units.

Typical periods offered: Fall

SCOT 8684 Independent Study for CPT

Independent Study - CPT; students a personalized, credit-bearing academic experience (like an internship, practicum, or research) directly related to their major, approved by a faculty advisor and school, to meet curriculum requirements, with formal authorization on their I-20, allowing off-campus work integral to their degree before graduation, distinct from certification study.

Credit 1 unit.

Typical periods offered: Fall, Spring, Summer

Graduate Certificates

- Analytics, Graduate Certificate (p. 91)
- Analytics, Advanced Graduate Certificate (p. 91)
- Finance, Graduate Certificate (p. 92)
- Finance, Advanced Graduate Certificate (p. 92)

Analytics, Graduate Certificate

Graduate Certificate in Analytics Curriculum

The Graduate Certificate in Analytics requires 10.5 total credits to complete.

Code	Title	Units
DAT 6550	Machine Learning Tools for Prediction of Bus Outcomes	3
DAT 6561	Introduction to Python and Data Science	3
DAT 6563	Data Visualization for Business Insights	1.5
DAT 6567	Prescriptive Analytics	1.5
DAT 6570	R and Statistics	1.5
Total Units		10.5

Analytics, Advanced Graduate Certificate

Advanced Graduate Certificate in Analytics Curriculum

The Advanced Graduate Certificate in Analytics requires 22.5 total credits to complete. This includes an additional 12 credits beyond the 10.5 credits earned through the Graduate Certificate.

Code	Title	Units
Graduate Certificate Courses		
DAT 6550	Machine Learning Tools for Prediction of Bus Outcomes	3
DAT 6561	Introduction to Python and Data Science	3
DAT 6563	Data Visualization for Business Insights	1.5
DAT 6567	Prescriptive Analytics	1.5
DAT 6570	R and Statistics	1.5
Advanced Graduate Certificate Courses		
DAT 6562	Text Mining	1.5
DAT 6564	Database Design and SQL	1.5
DAT 6565	Deep Learning for Business Analytics	1.5
DAT 6566	Big Data and Cloud Computing	1.5
MKT 6569	A/B Testing in Business and Social Science	3
MKT 6002	AI-Driven Customer Analytics	3
Total Units		22.5

Finance, Graduate Certificate

Graduate Certificate in Finance Curriculum

The Graduate Certificate in Finance requires 9 total credits to complete:

Code	Title	Units
ACCT 5011	Financial Accounting	1.5
or ACCT 6011	Financial Accounting	
FIN 5203	Financial Management	3
or FIN 6203	Financial Management	
FIN 5270	Financial Markets and Institutions	1.5
or FIN 6270	Financial Markets and Institutions	
FIN 5320	Investment Theory	1.5
or FIN 6320	Investment Theory	
FIN 5340	Advanced Corporate Finance I - Valuation	1.5
or FIN 6340	Advanced Corporate Finance I - Valuation	
Total Units		9

Finance, Advanced Graduate Certificate

Advanced Graduate Certificate in Finance Curriculum

The Advanced Graduate Certificate in Finance requires 19.5 total credits to complete. This includes an additional 10.5 credits beyond the 9 credits earned through the Graduate Certificate.

Code	Title	Units
Graduate Certificate Courses		
ACCT 5011	Financial Accounting	1.5
or ACCT 6011	Financial Accounting	
FIN 5203	Financial Management	3
or FIN 6203	Financial Management	
FIN 5270	Financial Markets and Institutions	1.5
or FIN 6270	Financial Markets and Institutions	

FIN 5320	Investment Theory	1.5
or FIN 6320	Investment Theory	
FIN 5340	Advanced Corporate Finance I - Valuation	1.5
or FIN 6340	Advanced Corporate Finance I - Valuation	

Complete 10.5 additional credits from the below list of courses:

Code	Title	Units
Accounting		
ACCT 5030	Business Analysis Using Financial Statements	1.5
or ACCT 6030	Business Analysis Using Financial Statements	
ACCT 5031	Advanced Business Analysis Using Financial Statements	1.5
or ACCT 6031	Advanced Business Analysis Using Financial Statements	
Data Analytics		
DAT 5564	Database Design and SQL	1.5
or DAT 6564	Database Design and SQL	
DAT 6570	R and Statistics	1.5
Finance		
FIN 5232	Mergers & Acquisitions	1.5
or FIN 6232	Mergers and Acquisitions	
FIN 5240	Options and Futures	1.5
or FIN 6240	Options and Futures	
FIN 5241	Derivative Securities	1.5
or FIN 6241	Derivative Securities	
FIN 5250	Fixed Income Securities	1.5
or FIN 6250	Fixed Income Securities	
FIN 5300	International Finance	1.5
or FIN 6300	International Finance	
FIN 5341	Advanced Corporate Finance II - Financing	1.5
or FIN 6341	Advanced Corporate Finance II - Financing	
FIN 5505	Behavioral Finance	1.5
or FIN 6505	Behavioral Finance	
FIN 5550	Risk Management and Insurance	1.5
or FIN 6550	Risk Management and Insurance	
FIN 5023	Venture Capital Methods	1.5
or FIN 6023	Venture Capital Methods	
FIN 5025	Private Equity - Methods	1.5
or FIN 6025	Private Equity Methods	
FIN 5504	Hedge Fund Strategies	1.5
or FIN 6504	Hedge Fund Strategies	
FIN 5321	Data Analysis for Investments	1.5
or FIN 6321	Data Analysis for Investments	
FIN 5315	ESG Investing	1.5
or FIN 6315	ESG Investing	
FIN 5400	Real Estate Finance	1.5
FIN 5501	Legal, Compliance and Taxation Aspects of Wealth Management	1.5



FIN 5502	Wealth Management - Practice	1.5
FIN 5503	Endowments, Foundations and Philanthropy	1.5
FIN 6560	Financial Technology in the Digital World	3
FIN 6515	AI-Driven Finance	1.5
Management		
MGT 6560	Professional Business Communication	1.5
or MGT 6222	Communication for Leaders	
Organizational Behavior		
OB 5230	Politics, Power, and Influence within Organizations	3
or OB 6230	Politics, Power and Influence within Organizations	
or OB 6537	Teamwork and Leading Organizations	

Graduate Master's Degrees

The Olin Business School has a wide range of opportunities for full-time students and working professionals to pursue a graduate management degree.

Master of Business Administration (MBA) Programs

Full-Time Program

- MBA (p. 93)

Working Professionals Programs

- Flex MBA (p. 100)
- Executive MBA St. Louis (p. 103)
- Executive MBA Mumbai (p. 104)
- Executive MBA Shanghai (p. 105)

Specialized Master's Programs (SMP)

Full-Time Programs

- Master of Accounting (MACC) (p. 106)
- Master of Science in AI for Business (MSAIB) (p. 108)
- Master of Science in Business Analytics (MSA) (p. 109)
- Master of Science in Business of Sports (MSBOS) (p. 114)

- Master of Science in Finance - Corporate Finance (MSFC) (p. 116)
- Master of Science in Finance - Quantitative (MSFQ) (p. 117)
- Master of Science in Finance - Wealth and Asset Management (MSFWAM) (p. 118)
- Master of Science in Supply Chain Management (MSSCM) (p. 120)
- Master of Science in Wealth Management (MSWM) (p. 121)

Working Professionals Programs

- Online Master of Science in Business Analytics (OMSBA) (p. 122)
- Flex Master of Science in Finance (Flex MSF) (p. 123)

Full-Time MBA Program Master of Business Administration (MBA) (Full-Time)

Website:

<https://olin.wustl.edu/EN-US/academic-programs/full-time-MBA/>

Degree Requirements

The Full-Time MBA degree program requires completion of a minimum of 67 credit units based on the following parameters*:

- Students must complete 25 credits of required core courses and a minimum of 42 elective credits.
- A minimum of 58 credits must be completed in 5000-level MBA courses taught by faculty members of Olin. The remaining 9 credits may be comprised of the following:
 - Additional Olin MBA electives;
 - Preapproved Washington University non-business, graduate-level electives taken *after* the student has begun study as an Olin MBA candidate; or
 - A maximum of 9 credit units of graduate coursework from another AACSB-accredited program, if the grades earned are B or better and the MBA Academic Director deems the courses to be equivalent to Olin MBA courses in quality and content.

- Students studying in an approved semester-long international exchange partner program must complete a minimum of 52 credit units in 5000-level courses taught by Olin faculty members. The remaining credit units (a maximum of 15) will be applied from the preapproved partner school.

For more information, review the required curriculum (p. 94) for this program.

* Degree requirement rules vary for dual degree students. A description of these rules may be found in the Policies section of the *Bulletin*.

Curriculum

Required Coursework

MBA students must complete the following courses:

Code	Title	Units
ACCT 5011	Financial Accounting	1.5
ACCT 5012	Managerial Accounting	1.5
DAT 5410	Data Analytics for Business Leaders	2
FIN 5203	Financial Management	3
MEC 5400	Managerial Economics	3
MGT 5311	Intro. to Management and Strategy	1.5
MGT 5341	Advanced Topics in Management and Strategy	1.5
MGT 5602	Building Business Narratives	2
MKT 5503	Marketing	3
OB 5000	Foundations for Impactful Teamwork I	1.5
OB 5007	Foundations of Impactful Teamwork II	1.5
SCOT 5704	Operations Management	3
Elective Credits		42
Total Units		67

Full-Time MBA Specialization

Full-Time MBA students can choose to add one or more specializations to their degree. Each specialization requires 12 unique credits to complete. Specializations are optional and not required for degree completion. Students must declare their specialization(s) in Workday before they apply for program completion.

Corporate Finance

Code	Title	Units
Required Courses		Credits
ACCT 5030	Business Analysis Using Financial Statements	1.5
FIN 5232	Mergers & Acquisitions	1.5

FIN 5340	Advanced Corporate Finance I - Valuation	1.5
FIN 5341	Advanced Corporate Finance II - Financing	1.5
Elective Courses		
<i>Take 6 credits of the following:</i>		
FIN 5025	Private Equity - Methods	1.5
FIN 5240	Options and Futures	1.5
FIN 5250	Fixed Income Securities	1.5
FIN 5270	Financial Markets and Institutions	1.5
FIN 5320	Investment Theory	1.5
FIN 5330	Valuing Strategic Corporate Investments	1.5
FIN 5342	ACF3: Corporate Financial Strategy	1.5
FIN 5504	Hedge Fund Strategies	1.5
FIN 5550	Risk Management and Insurance	1.5
FIN 5315	ESG Investing	1.5
MGT 5103	The Practicum	3
or FIN 5019	CFAR Practicum	

Wealth & Asset Management

Code	Title	Units
Required Courses		Credits
FIN 5240	Options and Futures	1.5
FIN 5320	Investment Theory	1.5
FIN 5340	Advanced Corporate Finance I - Valuation	1.5
FIN 5502	Wealth Management - Practice	1.5
Elective Courses		
<i>Take 6 credits of the following:</i>		
FIN 5232	Mergers & Acquisitions	1.5
FIN 5241	Derivative Securities	1.5
FIN 5250	Fixed Income Securities	1.5
FIN 5300	International Finance	1.5
FIN 5315	ESG Investing	1.5
FIN 5321	Data Analysis for Investments	1.5
FIN 5503	Endowments, Foundations and Philanthropy	1.5
FIN 5504	Hedge Fund Strategies	1.5
FIN 5505	Behavioral Finance	1.5
FIN 5550	Risk Management and Insurance	1.5
MGT 5605	Ownership Insights: Competitive Advantage of Family and Employee Owned Firms	1.5
MGT 5103	The Practicum	3
or FIN 5019	CFAR Practicum	
or FIN 5280	Investments Praxis	



Financial Technology

Code	Title	Units
Required Courses		Credits
FIN 5506	Fintech: Methods and Practice	3
FIN 5507	Seminar in Financial Technology	3
Elective Courses		
<i>Take 6 credits of the following:</i>		
FIN 5240	Options and Futures	1.5
FIN 5241	Derivative Securities	1.5
FIN 5250	Fixed Income Securities	1.5
FIN 5300	International Finance	1.5
FIN 5320	Investment Theory	1.5
FIN 5321	Data Analysis for Investments	1.5
FIN 5340	Advanced Corporate Finance I - Valuation	1.5
FIN 5341	Advanced Corporate Finance II - Financing	1.5
FIN 5550	Risk Management and Insurance	1.5
FIN 5575	Introduction to Blockchain and Cryptocurrencies	1.5
MGT 5103	The Practicum	3
or FIN 5019	CFAR Practicum	

Consulting

Code	Title	Units
Required Courses		Credits
MGT 5103	The Practicum	3
MGT 5340	Corporate Strategy	1.5
MGT 5805	Consulting Business Models and Value Capture	1.5
MEC 5920	Competitive Industry Analysis	3
Elective Courses		
<i>Take 3 credits of the following:</i>		
FIN 5340	Advanced Corporate Finance I - Valuation	1.5
MEC 5380	Economics of the Organization	1.5
MEC 5381	Compensation, Incentives & Organizations	1.5
MEC 5950	Game Theory for Business	3
MGT 5580	Managing the Innovation Process	1.5
MKT 5770	Marketing Strategy	3
OB 5230	Politics, Power, and Influence within Organizations	3
OB 5270	Human Resource Strategies for General Managers	1.5
OB 5650	Leading Change	1.5
SCOT 5580	Advanced Operations Strategy	3

Brand and Product Management

Code	Title	Units
Required Course		Credits
MKT 5770	Marketing Strategy	3
Elective Courses		
<i>Take 9 credits of the following:</i>		
MKT 5003	Digital Marketing	1.5
MKT 5580	Pricing Strategies	1.5
MKT 5581	Pricing Decision Making & Implementation	1.5
MKT 5590	Creating & Managing Innovative New Products	1.5
MKT 5591	Marketing Strategies for Innovative Products and Services	1.5
MKT 5760	Understanding and Influencing Consumer Behavior	1.5
MKT 5820	Sales & Customer Management	3

Marketing Analytics

Code	Title	Units
Required Course		Credits
MKT 5770	Marketing Strategy	3
Elective Courses		
<i>Take 9 credits of the following:</i>		
MKT 5002	AI Driven Customer Analytics	3
MKT 5003	Digital Marketing	1.5
MKT 5315	Growth Marketing Practicum	1.5
MKT 5550	Data Analysis for Brand Management	1.5
MKT 5551	Analytics Driven Brand Management	1.5
MKT 5710	Marketing Research I	1.5
MKT 5711	Advanced Marketing Research	1.5
MKT 5800	Marketing Research Analytics	3

Entrepreneurship

Code	Title	Units
Required Courses		Credits
MGT 5101	Startup Practicum (STL)	3
MGT 5210	Introduction to Entrepreneurship	3
or SWPM 6044	Social Entrepreneurship	
MGT 5240	Business Planning for New Enterprises [the Hatchery]	3
Elective Courses		
<i>Take 3 credits of the following:</i>		
FIN 5023	Venture Capital Methods	1.5
FIN 5024	Venture Capital Practice	1.5

FIN 5025	Private Equity - Methods	1.5
FIN 5026	Private Equity - Practice	1.5
MGT 5455	Entrepreneurship Through Acquisition	1.5
MGT 5580	Managing the Innovation Process	1.5
MGT 5775	Launching and Scaling New Enterprises (The League)	3
MKT 5315	Growth Marketing Practicum	1.5
MKT 5590	Creating & Managing Innovative New Products	1.5
MKT 5591	Marketing Strategies for Innovative Products and Services	1.5

The Business of Health

Code	Title	Units
Required Courses for Non-MD/MBA FTMBA Students		Credits
MEC 5220	Healthcare Management	3
MEC 5630	Olin Grand Rounds	3
MEC 5640	Health Economics and Policy	3
Required Courses for MD/MBA Students		
MEC 5220	Healthcare Management	3
MEC 5640	Health Economics & Policy	3
<i>For MD/MBA students, choose one of these two courses:</i>		
MEC 5630	Olin Grand Rounds: The Business and Practice of Medicine	3
MEC 5660	Health Analytics	3
Elective Courses Based on Field of Interest for All MBA Students		
<i>Take 3 credits of the following:</i>		
<i>Healthcare Consultant</i>		
MEC 5380	Economics of the Organization	1.5
MEC 5381	Compensation, Incentives & Organizations	1.5
MEC 5550	Health Insurance in the US	1.5
MEC 5551	Drugs and Devices	1.5
MEC 5920	Competitive Industry Analysis	3
<i>Manager in Healthcare Operations</i>		
MEC 5550	Health Insurance in America	1.5
MGT 5340	Corporate Strategy	1.5
OB 5230	Politics, Power, and Influence within Organizations	3
OB 5240	Negotiation	3
SCOT 5720	Lean Systems and Process Improvement	1.5
SCOT 5730	Operations Management in the Service Industry	1.5
<i>Analyst in Healthcare Purchasing</i>		
MEC 5550	Health Insurance in America	1.5
MEC 5551	Drugs and Devices	1.5
MEC 5660	Health Analytics	3

<i>Pharmaceuticals and Medical Device Sales</i>		
MEC 5551	Drugs and Devices	1.5
MGT 5340	Corporate Strategy	1.5
MKT 5590	Creating & Managing Innovative New Products	1.5
MKT 5591	Marketing Strategies for Innovative Products and Services	1.5
MKT 5770	Marketing Strategy	3
SCOT 5760	Foundations of Supply Chain Management	1.5
<i>Investment Analyst in Healthcare</i>		
FIN 5025	Private Equity - Methods	1.5
FIN 5026	Private Equity - Practice	1.5
FIN 5232	Mergers & Acquisitions	1.5
FIN 5270	Financial Markets and Institutions	1.5
MEC 5551	Drugs and Devices	1.5
<i>Healthcare Entrepreneur</i>		
FIN 5023	Venture Capital Methods	1.5
FIN 5024	Venture Capital Practice	1.5
MEC 5550	Health Insurance in America	1.5
MEC 5551	Drugs and Devices	1.5
MGT 5210	Introduction to Entrepreneurship	3
<i>Clinical Leader (MD, DO, RN)</i>		
MEC 5550	Health Insurance in America	1.5
MEC 5551	Drugs and Devices	1.5
MEC 5660	Health Analytics	3

Leadership and Human Capital Management

Code	Title	Units
Required Courses		Credits
OB 5230	Politics, Power, and Influence within Organizations	3
OB 5340	Talent Analytics	1.5
or OB 5350	People Metrics	
OB 5603	Leading Across Differences	3
Elective Courses		
<i>Take 4.5 credits of the following:</i>		
MEC 5380	Economics of the Organization	1.5
MEC 5381	Compensation, Incentives & Organizations	1.5
OB 5002	Women in Leadership	1.5
OB 5240	Negotiation	3
OB 5250	Human Resources Management	3
OB 5300	Creative Thinking and Leading the Creative Organization	1.5
OB 5350	People Metrics Must be different from required course option.	1.5



or OB 5340	Talent Analytics	
OB 5650	Leading Change	1.5
OB 5685	Mindfulness and Performance in the Workplace	1.5
OB 5720	Defining Moments: Lessons in Leadership and Character From the Top	1.5

Operations and Supply Chain Management

Code	Title	Units
Required Courses		Credits
SCOT 5500	Project Management	3
SCOT 5501	Supply Chain Risk Management	1.5
SCOT 5760	Foundations of Supply Chain Management	1.5
Elective Courses		
<i>Take 6 credits of the following:</i>		
SCOT 5050	Boeing Center Supply Chain Practicum	3
SCOT 5310	Supply Chain Finance	1.5
SCOT 5580	Advanced Operations Strategy	3
SCOT 5590	Managing Business Process Outsourcing	1.5
SCOT 5720	Lean Systems and Process Improvement	1.5
SCOT 5721	Operations Analytics	3
SCOT 5730	Operations Management in the Service Industry	1.5
SCOT 5770	Supply Chain Innovation and Technology	1.5

Private Capital & Strategic Ownership

Code	Title	Units
Required Courses		Credits
MGT 5455	Entrepreneurship Through Acquisition	1.5
MGT 5605	Ownership Insights: Competitive Advantage of Family and Employee Owned Firms	1.5
<i>Choose one of the following tracks:</i>		
<i>Investment Track</i>		
FIN 5025	Private Equity - Methods	1.5
FIN 5340	Advanced Corporate Finance I - Valuation	1.5
<i>Operations Track</i>		
FIN 5025	Private Equity Methods	1.5
SCOT 5730	Operations Management in the Service Industry	1.5
Elective Courses		
<i>Take 6 credits of the following:</i>		
FIN 5026	Private Equity - Practice	1.5
FIN 5232	Mergers & Acquisitions	1.5

FIN 5342	ACF3: Corporate Financial Strategy	1.5
MGT 5103	The Practicum	3
MGT 5340	Corporate Strategy	1.5
MKT 5820	Sales & Customer Management	3
OB 5240	Negotiation	3
OB 5250	Human Resources Management	3

Business Analytics

Analytics for Managers Track

Code	Title	Units
Required Courses		Credits
DAT 5563	Data Visualization for Business Insights	1.5
DAT 5564	Database Design and SQL	1.5
DAT 5571	Introduction to Cybersecurity	1.5
SCOT 5630	AI for Managers	1.5
Elective Courses		
<i>Take 6 credits of the following:</i>		
<i>Data Analytics</i>		
DAT 5550	Machine Learning Tools for Prediction of Business Outcomes	3
DAT 5561	Introduction to Python and Data Science	3
DAT 5562	Text Mining	1.5
DAT 5565	Deep Learning for Prediction of Business Outcomes	1.5
DAT 5566	Big Data and Cloud Computing	1.5
DAT 5567	Prescriptive Analytics	1.5
DAT 5568	Agentic AI: Autonomous Decision-Making	1.5
MKT 5569	A/B Testing in Business and Social Science	3
<i>Accounting Analytics</i>		
ACCT 5030	Business Analysis Using Financial Statements	1.5
ACCT 5031	Advanced Business Analysis Using Financial Statements	1.5
<i>Customer Analytics</i>		
MKT 5002	AI Driven Customer Analytics	3
MKT 5003	Digital Marketing	1.5
MKT 5800	Marketing Research Analytics	3
<i>Financial Technology Analytics</i>		
FIN 5506	Fintech: Methods and Practice	3
FIN 5507	Seminar in Financial Technology	3
<i>Healthcare Analytics</i>		
MEC 5660	Health Analytics	3
<i>Supply Chain Analytics</i>		



SCOT 5721	Operations Analytics	3
<i>Talent Analytics</i>		
OB 5340	Talent Analytics	1.5
OB 5350	People Metrics	1.5

Business Analyst Track

Code	Title	Units
Required Courses		Credits
DAT 5550	Machine Learning Tools for Prediction of Business Outcomes	3
DAT 5561	Introduction to Python and Data Science	3
DAT 5564	Database Design and SQL	1.5
DAT 5567	Prescriptive Analytics	1.5
Elective Courses		
<i>Take 3 credits of the following:</i>		
<i>Data Analytics</i>		
DAT 5562	Text Mining	1.5
DAT 5563	Data Visualization for Business Insights	1.5
DAT 5565	Deep Learning for Prediction of Business Outcomes	1.5
DAT 5566	Big Data and Cloud Computing	1.5
DAT 5568	Agentic AI: Autonomous Decision-Making	1.5
DAT 5571	Introduction to Cybersecurity	1.5
<i>Accounting Analytics</i>		
ACCT 5030	Business Analysis Using Financial Statements	1.5
ACCT 5031	Advanced Business Analysis Using Financial Statements	1.5
<i>Customer Analytics</i>		
MKT 5002	AI Driven Customer Analytics	3
MKT 5003	Digital Marketing	1.5
MKT 5800	Marketing Research Analytics	3
<i>Financial Technology Analytics</i>		
FIN 5506	Fintech: Methods and Practice	3
FIN 5507	Seminar in Financial Technology	3
<i>Healthcare Analytics</i>		
MEC 5660	Health Analytics	3
<i>Supply Chain Analytics</i>		
SCOT 5630	AI for Managers	1.5
SCOT 5721	Operations Analytics	3
<i>Talent Analytics</i>		
OB 5340	Talent Analytics	1.5
OB 5350	People Metrics	1.5

Management Science Specialization

Full-Time MBA students can choose to add a Management Science specialization to their degree. This specialization requires the completion of 35 STEM-specific credits. Of these, 20 credits come from required core courses. Students must complete an additional 15 credits of STEM-specific electives. Unlike other MBA specializations, electives used for the Management Science specialization can also count toward one other specialization. The list of approved STEM courses is provided below.

Specializations are optional and not required for degree completion. Students must declare their specialization(s) in Workday before they apply for program completion.

Accounting

Code	Title	Units
ACCT 5011	Financial Accounting	1.5
ACCT 5012	Managerial Accounting	1.5
ACCT 5020	Managerial Control Systems	1.5
ACCT 5030	Business Analysis Using Financial Statements	1.5
ACCT 5031	Advanced Business Analysis Using Financial Statements	1.5
ACCT 5050	Advances in Management Accounting	1.5
ACCT 5550	Accounting Policy and Research	3
ACCT 5640	Auditing	3
ACCT 5650	Taxation of Business Entities	3

Data Analytics

Code	Title	Units
DAT 5410	Data Analytics for Business Leaders	2
DAT 5550	Machine Learning Tools for Prediction of Business Outcomes	3
DAT 5561	Introduction to Python and Data Science	3
DAT 5562	Text Mining	1.5
DAT 5563	Data Visualization for Business Insights	1.5
DAT 5564	Database Design and SQL	1.5
DAT 5565	Deep Learning for Prediction of Business Outcomes	1.5
DAT 5566	Big Data and Cloud Computing	1.5
DAT 5567	Prescriptive Analytics	1.5
DAT 5571	Introduction to Cybersecurity	1.5
DAT 5568	Agentic AI: Autonomous Decision-Making	1.5



Finance

Code	Title	Units
FIN 5018	Topics in Quantitative Finance	1.5
FIN 5019	CFAR Practicum	3
FIN 5023	Venture Capital Methods	1.5
FIN 5025	Private Equity - Methods	1.5
FIN 5203	Financial Management	3
FIN 5232	Mergers & Acquisitions	1.5
FIN 5240	Options and Futures	1.5
FIN 5241	Derivative Securities	1.5
FIN 5250	Fixed Income Securities	1.5
FIN 5260	Risk Management	1.5
FIN 5270	Financial Markets and Institutions	1.5
FIN 5280	Investments Praxis	3
FIN 5300	International Finance	1.5
FIN 5315	ESG Investing	1.5
FIN 5320	Investment Theory	1.5
FIN 5321	Data Analysis for Investments	1.5
FIN 5330	Valuing Strategic Corporate Investments	1.5
FIN 5340	Advanced Corporate Finance I - Valuation	1.5
FIN 5341	Advanced Corporate Finance II - Financing	1.5
FIN 5360	Financial Issues in Leasing	1.5
FIN 5370	Advanced Derivative Securities	3
FIN 5380	Stochastic Foundations for Finance	1.5
FIN 5390	Mathematical Finance	1.5
FIN 5503	Endowments, Foundations and Philanthropy	1.5
FIN 5505	Behavioral Finance	1.5
FIN 5506	Fintech: Methods and Practice	3
FIN 5507	Seminar in Financial Technology	3
FIN 5520	Fixed Income Derivatives	1.5
FIN 5550	Risk Management and Insurance	1.5
FIN 5560	Quantitative Finance Projects	3
FIN 5575	Introduction to Blockchain and Cryptocurrencies	1.5
FIN 5601	Research Methods in Finance	3

Economics

Code	Title	Units
MEC 5310	The Global Economy	1.5
MEC 5380	Economics of the Organization	1.5
MEC 5381	Compensation, Incentives & Organizations	1.5

MEC 5400	Managerial Economics	3
MEC 5640	Health Economics and Policy	3
MEC 5660	Health Analytics	3
MEC 5950	Game Theory for Business	3

Management

Code	Title	Units
MGT 5210	Introduction to Entrepreneurship	3
MGT 5240	Business Planning for New Enterprises [the Hatchery]	3
MGT 5311	Intro. to Management and Strategy	1.5
MGT 5340	Corporate Strategy	1.5
MGT 5341	Advanced Topics in Management and Strategy	1.5
MGT 5580	Managing the Innovation Process	1.5
MGT 5775	Launching and Scaling New Enterprises (The League)	3

Marketing

Code	Title	Units
MKT 5002	AI Driven Customer Analytics	3
MKT 5003	Digital Marketing	1.5
MKT 5503	Marketing	3
MKT 5550	Data Analysis for Brand Management	1.5
MKT 5551	Analytics Driven Brand Management	1.5
MKT 5569	A/B Testing in Business and Social Science	3
MKT 5580	Pricing Strategies	1.5
MKT 5581	Pricing Decision Making & Implementation	1.5
MKT 5615	Introduction to GIS and Spatial Mapping	1.5
MKT 5710	Marketing Research I	1.5
MKT 5711	Advanced Marketing Research	1.5
MKT 5800	Marketing Research Analytics	3

Organizational Behavior

Code	Title	Units
OB 5340	Talent Analytics	1.5
OB 5350	People Metrics	1.5

Supply Chain and Operations Technology

Code	Title	Units
SCOT 5050	Boeing Center Supply Chain Practicum	3
SCOT 5310	Supply Chain Finance	1.5
SCOT 5500	Project Management	3
SCOT 5501	Supply Chain Risk Management	1.5

SCOT 5503	Simulation	1.5
SCOT 5580	Advanced Operations Strategy	3
SCOT 5702	Introduction to Revenue Management	1.5
SCOT 5704	Operations Management	3
SCOT 5720	Lean Systems and Process Improvement	1.5
SCOT 5721	Operations Analytics	3
SCOT 5730	Operations Management in the Service Industry	1.5
SCOT 5760	Foundations of Supply Chain Management	1.5
SCOT 5770	Supply Chain Innovation and Technology	1.5

Working Professionals MBA Programs Flex Master of Business Administration (MBA)

Degree Requirements

The Flex MBA degree program requires the completion of a minimum of 48 credits: 24 credits of required core courses and a minimum of 24 credits of elective courses, which must be earned as follows:

- A minimum of 42 credits must be completed in 5000-level MBA courses taught by Olin Business School faculty members.
- The remaining 6 credits may be comprised of the following:
 - Additional Olin Business School MBA electives;
 - Preapproved Washington University non-Olin, graduate-level electives taken after the student has begun study as an Olin MBA candidate;
 - Credit from one of Olin's international MBA exchange partners; or
 - A maximum of 6 transfer credits of graduate coursework from another institution, if the grades earned are a B or better and the MBA Academic Director finds the courses to be equivalent to Olin MBA courses in quality and content.

Every student must indicate their intent to graduate by filing a Program Completion Form via Workday near the beginning of the semester in which the degree is to be conferred.

Students must complete all credits required for the degree within seven years of their initial matriculation into the Flex MBA program.

Curriculum

Code	Title	Units
Required Core Courses		
ACCT 5011 or ACCT 6011	Financial Accounting	1.5
ACCT 5012 or ACCT 6012	Managerial Accounting	1.5
DAT 6551	Strategic Decision Making With Data Analytics	1.5
FIN 5203 or FIN 6203	Financial Management	3
MEC 5400 or MEC 6400	Managerial Economics	3
MGT 6222	Communication for Leaders	1.5
MGT 5311 & MGT 5341 or MGT 6330	Intro. to Management and Strategy and Advanced Topics in Management and Strategy Strategy for Organizations	3
MKT 5503 or MKT 6503	Marketing	3
OB 5000 & OB 5007 or OB 6537	Foundations for Impactful Teamwork I and Foundations of Impactful Teamwork II Teamwork and Leading Organizations	3
SCOT 5704 or SCOT 6704	Operations Management	3
Elective Courses		24
Total Units		48

Flex MBA Specializations

Flex MBA students can choose to add one or more specializations to their degree. Each specialization requires 9 unique credits to complete. Specializations are optional and not required for degree completion. Students must declare their specialization(s) in Workday before they apply for program completion.

Brand/Product Management

Code	Title	Units
Required Courses		
MKT 5770 or MKT 6770	Marketing Strategy	3
Elective Courses		
<i>Take 6 credits of the following:</i>		



MKT 5003	Digital Marketing	1.5
MKT 5315	Growth Marketing Practicum	1.5
MKT 5590	Creating & Managing Innovative New Products	1.5
or MKT 6590	Creating & Managing Innovative New Products	
MKT 5591	Marketing Strategies for Innovative Products and Services	1.5
MKT 5760	Understanding and Influencing Consumer Behavior	1.5
MKT 5820	Sales & Customer Management	3
or MKT 6820	Sales & Customer Management	
MKT 6004	Social Media and Influencer Marketing	1.5

Business Analytics

Code	Title	Units
Required Courses		
DAT 5564	Database Design and SQL	1.5
or DAT 6564	Database Design and SQL	
DAT 5563	Data Visualization for Business Insights	1.5
or DAT 6563	Data Visualization for Business Insights	
Elective Courses		
<i>Take 6 credits of the following:</i>		
DAT 5565	Deep Learning for Prediction of Business Outcomes	1.5
or DAT 6565	Deep Learning for Business Analytics	
DAT 5550	Machine Learning Tools for Prediction of Business Outcomes	3
or DAT 6550	Machine Learning Tools for Prediction of Business Outcomes	
DAT 5567	Prescriptive Analytics	1.5
or DAT 6567	Prescriptive Analytics	
DAT 5562	Text Mining	1.5
or DAT 6562	Text Mining	
DAT 5566	Big Data and Cloud Computing	1.5
or DAT 6566	Big Data and Cloud Computing	
DAT 6570	R and Statistics	1.5
DAT 5561	Introduction to Python and Data Science	3
or DAT 6561	Introduction to Python and Data Science	
MKT 5002	AI Driven Customer Analytics	3
or MKT 6002	AI-Driven Customer Analytics	
MKT 5003	Digital Marketing	1.5
MKT 5569	A/B Testing in Business and Social Science	3
or MKT 6569	A/B Testing in Business and Social Science	
ACCT 5030	Business Analysis Using Financial Statements	1.5
or ACCT 6030	Business Analysis Using Financial Statements	
ACCT 5031	Advanced Business Analysis Using Financial Statements	1.5

or ACCT 6031	Advanced Business Analysis Using Financial Statements	
OB 5340	Talent Analytics	1.5
OB 5350	People Metrics	1.5
FIN 6560	Financial Technology in the Digital World	3

Corporate Finance

Code	Title	Units
Required Courses		
ACCT 5030	Business Analysis Using Financial Statements	1.5
or ACCT 6030	Business Analysis Using Financial Statements	
FIN 5232	Mergers & Acquisitions	1.5
or FIN 6232	Mergers and Acquisitions	
FIN 5340	Advanced Corporate Finance I - Valuation	1.5
or FIN 6340	Advanced Corporate Finance I - Valuation	
FIN 5341	Advanced Corporate Finance II - Financing	1.5
or FIN 6341	Advanced Corporate Finance II - Financing	
Elective Courses		
<i>Take 3 credits of the following:</i>		
FIN 5505	Behavioral Finance	1.5
or FIN 6505	Behavioral Finance	
FIN 5315	ESG Investing	1.5
or FIN 6315	ESG Investing	
FIN 5250	Fixed Income Securities	1.5
or FIN 6250	Fixed Income Securities	
FIN 5023	Venture Capital Methods	1.5
or FIN 6023	Venture Capital Methods	
FIN 5024	Venture Capital Practice	1.5
FIN 5025	Private Equity - Methods	1.5
or FIN 6025	Private Equity Methods	
FIN 5026	Private Equity - Practice	1.5
FIN 5240	Options and Futures	1.5
or FIN 6240	Options and Futures	
FIN 5550	Risk Management and Insurance	1.5
or FIN 6550	Risk Management and Insurance	
FIN 5270	Financial Markets and Institutions	1.5
or FIN 6270	Financial Markets and Institutions	
FIN 5330	Valuing Strategic Corporate Investments	1.5

Financial Technology

Code	Title	Units
Required Courses		
FIN 6560	Financial Technology in the Digital World	3
FIN 6515	AI-Driven Finance	1.5
Elective Courses		
<i>Take 4.5 credits of the following:</i>		



FIN 5505	Behavioral Finance	1.5
or FIN 6505	Behavioral Finance	
FIN 5321	Data Analysis for Investments	1.5
or FIN 6321	Data Analysis for Investments	
FIN 5315	ESG Investing	1.5
or FIN 6315	ESG Investing	
FIN 5250	Fixed Income Securities	1.5
or FIN 6250	Fixed Income Securities	
FIN 5504	Hedge Fund Strategies	1.5
or FIN 6504	Hedge Fund Strategies	
FIN 5320	Investment Theory	1.5
or FIN 6320	Investment Theory	
FIN 5240	Options and Futures	1.5
or FIN 6240	Options and Futures	
FIN 5270	Financial Markets and Institutions	1.5
or FIN 6270	Financial Markets and Institutions	
FIN 5241	Derivative Securities	1.5
or FIN 6241	Derivative Securities	
FIN 5300	International Finance	1.5
or FIN 6300	International Finance	
FIN 5575	Introduction to Blockchain and Cryptocurrencies	1.5
FIN 5341	Advanced Corporate Finance II - Financing	1.5
or FIN 6341	Advanced Corporate Finance II - Financing	
FIN 5232	Mergers & Acquisitions	1.5
or FIN 6232	Mergers and Acquisitions	

Leadership and Human Capital Management

Code	Title	Units
Required Courses		
OB 5230	Politics, Power, and Influence within Organizations	3
or OB 6230	Politics, Power and Influence within Organizations	
Elective Courses		
<i>Take 6 credits of the following:</i>		
OB 5340	Talent Analytics	1.5
OB 5350	People Metrics	1.5
OB 5002	Women in Leadership	1.5
or OB 6002	Women in Leadership	
OB 5240	Negotiation	3
or OB 6240	Negotiations	
OB 5620	Leadership Competence	1.5
OB 5650	Leading Change	1.5
or OB 6650	Leading Change	
OB 5685	Mindfulness and Performance in the Workplace	1.5

OB 5603	Leading Across Differences	3
MEC 5380	Economics of the Organization	1.5
MGT 5020	Ethical Issues in Managerial Decision Making	1.5
or MGT 6020	Ethical Issues In Managerial Decision Making	

Marketing Analytics

Code	Title	Units
Required Courses		
MKT 5770	Marketing Strategy	3
or MKT 6770	Marketing Strategy	
Elective Courses		
<i>Take 6 credits of the following:</i>		
MKT 5003	Digital Marketing	1.5
MKT 5002	AI Driven Customer Analytics	3
or MKT 6002	AI-Driven Customer Analytics	
MKT 5315	Growth Marketing Practicum	1.5
MKT 5550	Data Analysis for Brand Management	1.5
or MKT 6550	Data Analysis for Brand Management	
MKT 5551	Analytics Driven Brand Management	1.5
or MKT 6551	Analytics Driven Brand Management	
MKT 5569	A/B Testing in Business and Social Science	3
or MKT 6569	A/B Testing in Business and Social Science	
MKT 5710	Marketing Research I	1.5
MKT 5711	Advanced Marketing Research	1.5

Strategy

Code	Title	Units
Required Courses		
MGT 5340	Corporate Strategy	1.5
or MGT 6534	Corporate Strategy	
MGT 5805	Consulting Business Models and Value Capture	1.5
MGT 6501	Business, Government and Society	3
Elective Courses		
<i>Take 3 credits of the following:</i>		
FIN 5340	Advanced Corporate Finance I - Valuation	1.5
or FIN 6340	Advanced Corporate Finance I - Valuation	
OB 5230	Politics, Power, and Influence within Organizations	3
or OB 6230	Politics, Power and Influence within Organizations	
OB 5650	Leading Change	1.5
or OB 6650	Leading Change	
MEC 5380	Economics of the Organization	1.5



MEC 5920	Competitive Industry Analysis	3
MEC 5950	Game Theory for Business	3
MKT 5770	Marketing Strategy	3
or MKT 6770	Marketing Strategy	

Executive Master of Business Administration (MBA)

Washington University's Executive MBA (EMBA) program provides a holistic approach to managing people, projects, and budgets. It is designed to meet the needs of middle- and senior-level professionals who seek to exercise true organizational leadership in dynamic and changing business environments.

During the 20-month program, classes meet monthly for three-day sessions (Thursday/Friday/Saturday) with the exception of three residencies. The EMBA program requires 60 credits for graduation, and the curriculum focuses on both the acquisition of fundamental business skills and leadership development. Our values-based, data-driven approach to leadership is woven through the EMBA program curriculum, from GO! Week through the final capstone project. In addition, students meet with certified leadership coaches throughout the program to develop a personalized, actionable leadership plan built around their own higher-purpose statement.

For more information, please visit the Executive MBA page of the Olin Business School website.

Degree Requirements

Executive MBA

Curriculum

The Executive MBA (EMBA) program requires 60 credits for degree completion.

Code	Title	Units
ACCT 7600	Financial Accountability Metrics for Leaders	3
ACCT 7630	Strategic Cost Accounting & Control	3
FIN 7400	Corporate Finance	3
FIN 7550	Growth	3
FIN 7560	Valuation & Growth	1.5
FIN 7580	Global Finance	1.5
MEC 7220	Managerial Economics	3
MEC 7430	Innovation and Entrepreneurship	3
MGT 7025	Leadership Communication	1.5

MGT 7060	Strategic Management	1.5
MGT 7490	Integrative Mid-Term Project	1.5
MGT 7520	Corporate Strategy	3
MGT 7570	International Residency	2
MGT 7850	Business, Government & Society	3
MGT 7900	Business Analytics & Decisions	3
MKT 7740	Market and Consumer Focus	3
OB 7260	Team Development	1.5
OB 7270	Negotiations and Conflict Management	1.5
OB 7400	Creative Thinking	1.5
OB 7410	Global Leadership and Organization	1.5
OB 7460	Values-Based, Data-Driven Leadership	1.5
OB 7470	The Power of Purpose	1.5
OB 7480	Values-Based, Data-Driven Leadership III	1
OB 7500	Organization Leadership and Influence	3
SCOT 7460	Global Supply Chain Management	3
SCOT 7480	Data-Driven Decision Making: Analysis to Action	1.5
SCOT 7560	Managing Operations	3
Total Units		60

Olin Code of Conduct

All EMBA students are required to abide by the Olin Business School Code of Conduct, which pertains to topics such as academic integrity, professionalism and respect for others. The code contains guidelines and procedures for academic integrity violations and corresponding disciplinary measures. Failure to comply with the code may result in penalties up to and including expulsion.

Residencies

The EMBA program includes three mandatory residencies: GO! Week (St. Louis), D.C. Immersion, and the International Management Residency. Due to the experiential nature of these residencies, they are impossible to duplicate through other course work and therefore are mandatory for graduation.

Standard Classroom Schedule/ Out-of-Class Requirements

EMBA classes meet from 8:00 a.m. until 6:00 p.m., with lunch from 12:30 p.m. to 1:30 p.m. The program will also periodically require students to be present for sessions during the lunch hour and in the evening.

In addition, EMBA students will have significant out-of-class requirements (e.g., readings, team meetings, assignments, projects, exams). These typically begin about four weeks prior to the first session of a course and end between two and six weeks after the final session of a course.

Time Limit

Although most EMBA students complete their MBA degree with their cohort in 20 months, there is a seven-year time limit for completion of the MBA degree.

Executive Master of Business Administration (MBA) Mumbai

The Executive MBA is a postgraduate joint-degree program offered by the Shailesh J. Mehta School of Management, IIT Bombay, India, and Olin Business School, Washington University in St. Louis, USA. It is a self-financed program for professionals with significant managerial experience in industry, banking, consulting, information technology and any other sector.

This program is an outcome of IIT Bombay's continued relationship with Washington University in the field of research collaboration and an extension of that relationship to the field of executive management education. This program has a wide scope and the ability to impart a quality education to students who will go on to contribute to society and the economy.

For more information, please visit the Executive MBA Mumbai page of the Olin Business School website.

Degree Requirements

Executive MBA Mumbai

Credit Structure

1. *Type of Program:* Part-time and residential
2. *Duration:* 18 months
3. *Schedule:* To complete this program, students must attend a total of 20 learning sessions, which are held each month during a residency of four days (Thursday to Sunday). Each session will involve 36 contact hours, which is equivalent to 5 credits from IIT Bombay.

Curriculum

The Executive MBA (EMBA) Mumbai program requires 60 credits for degree completion.

Code	Title	Units
ACCT 7600	Financial Accountability Metrics for Leaders	3
ACCT 7610	Strategic Cost Analysis	3
FIN 7400	Corporate Finance	3
FIN 7410	Growth, Valuation and Sustainability	3
MEC 7700	Managerial Economics	3
MEC 7800	Data Science	3
MEC 7960	Macroeconomics	3
MEC 7970	Competitive Industry Analysis	3
MGT 7010	Strategic Management	3
MGT 7100	International Management Residency	3
MGT 7170	Leadership	3
MGT 7200	Strategic Management of Innovation	3
MGT 7210	The Entrepreneurial Mindset, Part I	1.5
MGT 7230	The Entrepreneurial Mindset, Part II	1.5
MGT 7770	Business Start-Up Consulting Project	1.5
MKT 7710	Marketing Management	3
OB 7210	Organizational Behavior and Design	3
OB 7250	Managing Power & Influence in Organizations	3
OB 7280	Communication & Negotiation Skills	3
SCOT 7480	Data-Driven Decision Making: Analysis to Action	1.5
SCOT 7500	Managing Operations	3
SCOT 7540	Global Supply Chain Management	3
Total Units		60

Attendance

1. *Minimum Attendance:* For each course, 100% attendance is desired. The attendance requirement is 75% to earn course credit.
2. *Rules and Process of Attendance Record:* All instructors are required to declare one of the following two options (A or B) that they will adopt for the purpose of accounting the attendance of the students and for evaluating students' performance. The option chosen should be indicated in the course data as registered with the Application Software Cell. If an instructor fails to exercise the choice explicitly, Option A below is the default choice.
 - 2.1. *Option A. Drop Due to Inadequate Attendance:* If the attendance of the student, as counted with effect from the first contact hour, falls below 75% in exceptional cases of the total attendance expected, the instructor would award the student a "Drop Due to Inadequate Attendance" grade in that course. This "Drop Due to Inadequate Attendance" grade would, for the purpose of CPI calculation, be treated as equivalent to the student dropping the course. When calculating attendance, no specific concession may be given for a lack of attendance on medical grounds. Further, if a student has an attendance rate of 75% or more, they cannot be awarded a "Drop Due to Inadequate Attendance" or treated as a withdrawal.

2.2. *Option B. The Percentage Weight for Class Participation:*

The instructor decides and announces in the beginning a system of percentage weight of student performance evaluation in the course that is reserved specifically for attendance and/or class participation. Penalties in the areas of attendance and/or class participation should be reflected only in this component of student performance evaluation. The percentage weight for this class participation component should range from 0% to 20%. Assigning a 0% weight for class participation automatically implies equivalence with Option A as described previously. Option B should be actively administered by the instructor.

3. *Program Orientation:* In addition to regular classes and residencies, students are required to attend a one-day orientation program that occurs prior to the first class. This day is on the class calendar.
4. *Automatic Deregistration:* Students are automatically deregistered from any courses in which they fail to meet the 75% attendance requirement without prior approval.
5. *Exemption from Deregistration:* Because the students in this program are expected to be senior people with responsible positions in their organizations, they may be permitted to sometimes miss part of a class day. To avoid automatic deregistration, they must have the prior approval of the course instructor, who will give an equivalent assignment for compensation.
6. *Retake Classes:* Students can attend a course the next time it is offered. In some cases, instructors may make themselves available for informal consultation or advice without any additional fee.
7. *Asked to Leave the Program on Attendance Grounds:* Any student who misses more than two courses may be asked to leave the program.
8. *Delay in Graduation:* Graduation from the program will be delayed for a maximum period of seven years until the student has completed all required courses.

Medium of Instruction/ Examination

1. The medium of instruction will be English.
2. Assignments will be given to the students prior to and after the course given by the instructor and evaluated by the faculty concerned.
3. Faculty will have the option to choose the examination pattern (e.g., open book or closed book, project, quizzes, class assignments, qualitative assessment). The pattern of examination and the mode of evaluation will be announced in advance to the students.
4. Faculty should also provide a copy of the pattern of examination and the mode of evaluation to the Executive MBA office.
5. Within 60 days after the final exam or assignment, faculty will provide a summary evaluation sheet to the Executive MBA program office that describes that student's performance.

6. Students will have 15 days from the date they receive their grades to make an appeal to the faculty if they feel that the evaluation has been unfair.

7. If the issue is not resolved within a period of another 15 days after making the appeal, students can make an appeal to the PGAPEC. The decision of the PGAPEC will be final.

A change from the Executive MBA program to another program is not permitted.

Pattern of Courses and Credits

The courses offered for this program will involve lectures, seminars, projects, presentations, case discussions, simulations, role-playing and E-learning components.

There will also be practical training through industry and field visits. Industry visits are an integral part of students' learning, and they will be evaluated with the application of preannounced criteria.

Credits

Based on the contact hours for each course and the credit equivalence of 5 credits per course, students will earn 100 credits for all 20 courses. In addition to the contact hours, the course structures involve considerable engagement of the faculty, which cannot be quantified and may vary from course to course.

Grade Improvement

To improve their grades, students have to re-register for the desired courses when those courses are available. The grade obtained in the subsequent course will supersede the earlier grade, and the replacement grade will be reflected in the semester grade card and the final transcript. However, due to the format of the program, awarding of the degree will be delayed.

Transfer of Course Credits Completed in Other Programs

As of now, there is no provision for such a transfer of credit.

Executive Master of Business Administration (MBA) Shanghai

The Anheuser-Busch Foundation and Emerson are the founding sponsors of the Washington University–Fudan University Executive MBA program. Established in 2002, the program prepares senior-level professionals in China and other parts of Asia for global leadership.

Taught mainly in English, the program closely matches the content and structure of Olin Business School's St. Louis-based Executive MBA program. Courses are taught jointly by Olin and Fudan faculty.

The partnership between these two prestigious research and academic institutions is China's first joint venture in management education, and the degree is recognized by China's Ministry of Education.

For more information, please visit the Executive MBA Shanghai page of the Olin Business School website.

Degree Requirements

Executive MBA Shanghai

Curriculum

The Executive MBA (EMBA) Shanghai program requires 60 credits for degree completion.

Code	Title	Units
ACCT 7600	Financial Accountability Metrics for Leaders	3
ACCT 7610	Strategic Cost Analysis	3
FIN 7400	Corporate Finance	3
FIN 7480	Valuation, Mergers and Acquisitions	3
MEC 7220	Managerial Economics	3
MEC 7400	Opportunities and Challenges of Global Markets	3
MEC 7450	Sustaining Value Creation Through Corporate Strategy	3
MEC 7800	Data Science	3
MGT 7010	Strategic Management	3
MGT 7100	International Management Residency	3
MGT 7200	Strategic Management of Innovation	3
MGT 7250	Managing Power and Influence in Organizations	3
MGT 7350	Fudan Thought Leaders	3
MGT 7450	Innovation Projects - Module 1	1
MGT 7451	Innovation Projects - Module 2	3
MGT 7452	Innovation Projects - Module 3	2
MGT 7550	Entrepreneurship	1.5
MGT 7990	Capstone: Integration, Insight, and Impact	1.5
MKT 7710	Marketing Management	3
OB 7170	Leadership	3
OB 7310	Teams & Collaboration	3
SCOT 7500	Managing Operations	3
Total Units		60

Olin Code of Conduct

All EMBA students are required to abide by the Olin Business School Code of Conduct, which pertains to topics such as academic integrity, professionalism, and respect for others. The code contains guidelines and procedures for academic integrity violations and corresponding disciplinary measures. Failure to comply with the code may result in penalties up to and including expulsion.

Standard Classroom Schedule/ Out-of-Class Requirements

EMBA classes meet from 8:30 a.m. until 5:00 p.m., with lunch from 12:00 p.m. to 1:00 p.m. The program will also periodically require students to be present for sessions during the lunch hour and in the evening.

In addition, EMBA students have significant out-of-class requirements (e.g., readings, team meetings, assignments, projects, exams). These typically begin about two weeks prior to the first session of a course and end two weeks after the final session of a course.

Time Limit

Although most EMBA students complete the MBA degree with their cohort in 19 months, there is a seven-year time limit for the completion of the MBA degree.

Full-Time Specialized Master's Programs Master of Accounting (MACC)

Degree Overview

In the Master of Accounting (MACC) program at Olin, students develop the skills necessary to enter the growing and dynamic fields of public accounting, corporate accounting, consulting, and financial services.



The MACC degree requires the completion of 33 credits. This includes 16.5 credits of core required courses, 1.5 credits of experiential learning, and 15 credits of electives. Of those 15 credits of electives, 10.5 must be STEM-designated electives. Areas of focus include auditing, taxes, ethical decision making in accounting, and business analysis using financial statements. Experiential courses built into the curriculum allow MACC students to gain hands-on experience.

Three Paths to a MACC Degree

We offer a highly tailored educational experience to ensure students meet and exceed their individual goals.

Traditional Option

This option is designed for students who want to enhance their degree with a summer internship opportunity.

- Take three semesters to earn the degree
- STEM-designated degree
- 50% of the credits are elective

Accelerated Option

Our Master of Accounting accelerated option is the fastest path to jumpstarting an accounting career.

- Earn the degree in just two semesters
- STEM-designated degree
- 50% of the credits are elective

4 + 1 Option

Current WashU undergrads — in any field of study — can save time and money when they earn an accounting master's on top of their undergraduate degree.

- Apply during their junior year
- Finish in as little as one semester
- STEM-designated degree

Note: Graduates of the MACC program who have completed a standard 120-credit bachelor's degree in accounting may earn the 150 cumulative credits needed to sit for the CPA exam.

Orientation Programs

All Specialized Master's Programs students kick off their degrees with a multipronged orientation program designed to prepare them for academic, personal and professional success.

Students will participate in various online and in-person orientation activities prior to beginning their fall semester at Olin. *SMP Start* is a set of online modules that introduce students to the ins and outs of Washington University including policies and procedures, health and wellness, leadership opportunities, and more. *SMP Orientation*

Week includes workshops, events, and cohort overviews including introductions to faculty and advisors. This week is set up to help students with their final preparations before the start of their first semester. Orientation includes career sessions, which serve as catalysts for students to help them get started in their career search. These programs are packed with opportunities for students to bond with their program cohort and to connect with their peers in all of the Specialized Master's Programs.

Students new to the United States may have the opportunity to participate in *SMP GO*, during which they will acclimate to the Olin Business School culture and strengthen their English and business communication skills.

Simultaneously, students will complete optional online, asynchronous foundation courses to bolster their background and maximize their academic preparation before the start of their degree program.

Curriculum

Master of Accounting (MACC) Required Courses

Code	Title	Units
ACCT 5030	Business Analysis Using Financial Statements	1.5
ACCT 5031	Advanced Business Analysis Using Financial Statements	1.5
ACCT 5550	Accounting Policy and Research	3
ACCT 5640	Auditing	3
ACCT 5650	Taxation of Business Entities	3
ACCT 5680	M&A Accounting	3
MGT 5600	Professional Business Communication	1.5

Master of Accounting STEM Elective Courses

Students must complete a minimum of 10.5 credits of STEM elective courses from the following list:

Code	Title	Units
ACCT 5003	Not-For-Profit Accounting	1.5
ACCT 5004	Fraud Prevention and Internal Controls	1.5
ACCT 5005	Information Technology Control and Audit	1.5
ACCT 5007	Analysis of Financial Institutions and Financial Instruments	1.5
ACCT 5012	Managerial Accounting	1.5
ACCT 5020	Managerial Control Systems	1.5
ACCT 5050	Advances in Management Accounting	1.5
ACCT 5090	Tax and Business Strategy: A Planning Approach	1.5
ACCT 5105	Financial Reporting & Assurance in a Blockchain World	1.5

ACCT 5360	Financial Issues in Leasing	1.5
ACCT 5670	Taxation of Individuals	3
ACCT 5700	International Financial Reporting Standards	1.5
ACCT 5755	International Taxation	1.5
ACCT 5756	Advanced International Taxation	1.5
DAT 5561	Introduction to Python and Data Science	3

Other Elective Courses

Code	Title	Units
ACCT 5013	Ethics I	1.5
ACCT 5014	Ethics II	1.5
ACCT 5080	Financial Reporting From the CFO's Perspective	1.5
MGT 5110	Law and Business Management	1.5
MGT 5795	Crucial Business Conversations	1.5

Experiential Courses

MACC students must take at least 1.5 credits of experiential courses.

Code	Title	Units
ACCT 5675	Volunteer Income Tax Assistance	1.5
MGT 5103	The Practicum	3
MGT 5105	Taylor Non-Profit Practicum	3
MGT 5515	Internship, Business and Application	1.5

Master of Science in AI for Business (MSAIB)

Degree Overview

The two-semester Master of Science in AI for Business (MSAIB) program at Olin focuses on familiarizing students with AI tools and their applications in strategic business decision-making. The curriculum equips students with skills tailored for the rapidly evolving field of firm-specific AI model development and prepares them for careers in companies that are increasingly leveraging AI, including roles such as analysts who apply the latest generative AI tools to trading and business research.

Areas of Focus

Students can choose one of three STEM-designated concentrations, focusing on a specific business area:

- Finance Concentration (MSAIF)
- Marketing Concentration (MSAIM)
- Technical Concentration (MSAIT)

Orientation Programs

All Specialized Master's Programs students kick off their degrees with a multipronged orientation program designed to prepare them for academic, personal and professional success.

Students will participate in various online and in-person orientation activities prior to beginning their fall semester at Olin. *SMP Start* is a set of online modules that introduce students to the ins and outs of Washington University including policies and procedures, health and wellness, leadership opportunities, and more. *SMP Orientation Week* includes workshops, events, and cohort overviews including introductions to faculty and advisors. This week is set up to help students with their final preparations before the start of their first semester. Orientation includes career sessions, which serve as catalysts for students to help them get started in their career search. These programs are packed with opportunities for students to bond with their program cohort and to connect with their peers in all of the Specialized Master's Programs.

Students new to the United States may have the opportunity to participate in *SMP GO*, during which they will acclimate to the Olin Business School culture and strengthen their English and business communication skills.

Simultaneously, students will complete optional online, asynchronous foundation courses to bolster their background and maximize their academic preparation before the start of their degree program.

Curriculum

Students in the MSAIB program will choose one of the three concentrations below. There will be optional foundation courses available as a resource based on the concentration they choose.

Finance Concentration (MSAIF)

Code	Title	Units
DAT 5550	Machine Learning Tools for Prediction of Business Outcomes	3.0
DAT 5561	Introduction to Python and Data Science	3.0
DAT 5565	Deep Learning for Prediction of Business Outcomes	1.5
DAT 5668	Agentic AI: Autonomous Decision-Making	1.5
FIN 5240	Options and Futures	1.5
FIN 5320	Investment Theory	1.5
FIN 5321	Data Analysis for Investments	1.5
FIN 5322	Advanced AI in Finance (Advanced AI in Finance)	1.5



FIN 5323	Seminar in AI-Driven Finance (Seminar in AI-Driven Finance)	3.0
FIN 5340	Advanced Corporate Finance I - Valuation	1.5
FIN 5506	Fintech: Methods and Practice	3.0
MKT 5215	AI-Drive Causal Inference with Observational Data	1.5
SCOT 5505	Generative Artificial Intelligence (Generative Artificial Intelligence)	3.0

Note: MSAIF students will also need to complete 3 elective credits of Olin's menu of graduate-level Finance courses (i.e., 5000-level courses that have a FIN course header).

Marketing Concentration (MSAIM)

Code	Title	Units
DAT 5550	Machine Learning Tools for Prediction of Business Outcomes	3.0
DAT 5561	Introduction to Python and Data Science	3.0
DAT 5562	Text Mining	1.5
DAT 5565	Deep Learning for Prediction of Business Outcomes	1.5
DAT 5668	Agentic AI: Autonomous Decision-Making	1.5
MKT 5002	AI Driven Customer Analytics	3.0
MKT 5003	Digital Marketing	1.5
MKT 5215	AI-Drive Causal Inference with Observational Data	1.5
MKT 5550	Data Analysis for Brand Management	1.5
MKT 5551	Analytics Driven Brand Management	1.5
MKT 5569	A/B Testing in Business and Social Science	3.0
MKT 5711	Advanced Marketing Research	1.5
SCOT 5505	Generative Artificial Intelligence (Generative Artificial Intelligence)	3.0

Note: MSAIM students will also need to complete 3 elective credits chosen from any course approved for Olin's MS in Business Analytics program (p. 109).

Technical Concentration (MSAIT)

Code	Title	Units
DAT 5550	Machine Learning Tools for Prediction of Business Outcomes	3.0
DAT 5551	Ethics and Responsible AI in Business (Ethics and Responsible AI in Business)	1.5
DAT 5552	Business Driven Explainable AI (Business Driven Explainable AI)	1.5
DAT 5561	Introduction to Python and Data Science	3.0
DAT 5562	Text Mining	1.5

DAT 5563	Data Visualization for Business Insights	1.5
DAT 5564	Database Design and SQL	1.5
DAT 5565	Deep Learning for Prediction of Business Outcomes	1.5
DAT 5566	Big Data and Cloud Computing	1.5
DAT 5567	Prescriptive Analytics	1.5
DAT 5571	Introduction to Cybersecurity	1.5
DAT 5668	Agentic AI: Autonomous Decision-Making	1.5
MGT 5600	Professional Business Communication	1.5
MKT 5215	AI-Drive Causal Inference with Observational Data	1.5
SCOT 5505	Generative Artificial Intelligence (Generative Artificial Intelligence)	3.0

Note: MSAIT students will also need to complete 3 elective credits chosen from any course approved for Olin's MS in Business Analytics program (p. 109).

Master of Science in Business Analytics (MSA)

Degree Overview

In the three-semester Master of Science in Business Analytics (MSA) program at Olin, we prepare students for today's world of big data. By combining technical programming skills with a rigorous approach to business problem-solving, MSA students gain the tools and the confidence needed to extract strategic insights from vast storehouses of data.

Across every industry, businesses are collecting data — from retail inventory records to hospital patient data to credit card transactions and more — and relying on skilled analysts to stay ahead of business trends, build forecasts, and drive creative solutions to business problems.

Areas of Focus

Students can choose one of five STEM-designated concentrations, focusing on a specific business area of data analytics:

- Accounting Analytics (MSAA)
- Customer Analytics (MSCA)
- Financial Technology ("FinTech") Analytics (MSFTA)
- Healthcare Analytics (MSHA)
- Supply Chain Analytics (MSSCA)

The MSA degree requires the completion of 39 credits, including 18 units of common core credits that build students' analytics knowledge. The core courses focus on skills and tools such as SQL, Python, Tableau, R programming, text mining, big data, and cloud computing.

Master of Science in Accounting Analytics (MSAA)

The MSAA program requires 39 total credits, including 18 common core credits, 13.5 accounting analytics required credits, and 7.5 elective credits (at least 1.5 credits must be an experiential course). Areas of focus include strategic cost analysis, financial reporting and assurance in a blockchain world, accounting policy and research, and ethical decision making in accounting. Please review the curriculum outline for more details.

Master of Science in Customer Analytics (MSCA)

The MSCA program requires 39 total credits, including 18 common core credits, 13.5 customer analytics required credits, and 7.5 elective credits (at least 1.5 credits must be an experiential course). Areas of focus include marketing research, marketing management, digital marketing, and data analysis for brand management. Please review the curriculum outline for more details.

Master of Science in Financial Technology Analytics (MSFTA)

The MSFTA program requires 39 total credits, including 18 common core credits, 15 fintech required credits, and 6 elective credits (at least 1.5 credits must be an experiential course). Areas of focus include financial management, advanced corporate finance, investment theory, methods and practice of financial technology, and a seminar in financial technology. Please review the curriculum outline for more details.

Master of Science in Healthcare Analytics (MSHA)

The MSHA program requires 39 total credits, including 18 common core credits, 12 healthcare required credits, and 9 elective credits (at least 1.5 credits must be an experiential course). Areas of focus include research in healthcare management, health economics and policy, healthcare management, and the business and practice of medicine. Please review the curriculum outline for more details.

Master of Science in Supply Chain Analytics (MSSCA)

The MSSCA program requires 39 total credits, including 18 common core credits, 18 supply chain required credits, and 3 elective credits (at least 1.5 credits must be an experiential course). Areas of focus include operations management, stochastic models, revenue management, and supply chain finance. The Supply Chain Analytics program also requires the completion of an on-campus intensive foundation course that may begin prior to orientation. Please review the curriculum outline for more detail.

Orientation Programs

All Specialized Master's Programs students kick off their degrees with a multipronged orientation program designed to prepare them for academic, personal and professional success.

Students will participate in various online and in-person orientation activities prior to beginning their fall semester at Olin. *SMP Start* is a set of online modules that introduce students to the ins and outs of Washington University including policies and procedures, health and wellness, leadership opportunities, and more. *SMP Orientation Week* includes workshops, events, and cohort overviews including introductions to faculty and advisors. This week is set up to help students with their final preparations before the start of their first semester. Orientation includes career sessions, which serve as catalysts for students to help them get started in their career search. These programs are packed with opportunities for students to bond with their program cohort and to connect with their peers in all of the Specialized Master's Programs.

Students new to the United States may have the opportunity to participate in *SMP GO*, during which they will acclimate to the Olin Business School culture and strengthen their English and business communication skills.

Simultaneously, students will complete optional online, asynchronous foundation courses to bolster their background and maximize their academic preparation before the start of their degree program.



Curriculum

Master of Science in Business Analytics Common Core Courses

Code	Title	Units
DAT 5550	Machine Learning Tools for Prediction of Business Outcomes	3
DAT 5561	Introduction to Python and Data Science	3
DAT 5562	Text Mining	1.5
DAT 5563	Data Visualization for Business Insights	1.5
DAT 5564	Database Design and SQL	1.5
DAT 5566	Big Data and Cloud Computing	1.5
DAT 5567	Prescriptive Analytics	1.5
MGT 5600	Professional Business Communication	1.5
MKT 5569	A/B Testing in Business and Social Science	3

Accounting Analytics Concentration (MSAA)

MSAA Required Courses

Code	Title	Units
ACCT 5012	Managerial Accounting	1.5
ACCT 5013	Ethics I	1.5
ACCT 5030	Business Analysis Using Financial Statements	1.5
ACCT 5031	Advanced Business Analysis Using Financial Statements	1.5
ACCT 5105	Financial Reporting & Assurance in a Blockchain World	1.5
ACCT 5550	Accounting Policy and Research	3.0
ACCT 5620	Financial Accounting II (Intermediate Acct)	3.0

MSAA Electives and Experiential Learning

Option A

- 1.5 experiential course credits
- 6 approved elective credits

Option B

- 3 experiential course credits
- 4.5 approved elective credits

MSAA Recommended Elective Course Options

Code	Title	Units
ACCT 5004	Fraud Prevention and Internal Controls	1.5
ACCT 5005	Information Technology Control and Audit	1.5
ACCT 5014	Ethics II	1.5
ACCT 5020	Managerial Control Systems	1.5
ACCT 5080	Financial Reporting From the CFO's Perspective	1.5
ACCT 5090	Tax and Business Strategy: A Planning Approach	1.5
ACCT 5360	Financial Issues in Leasing	1.5
ACCT 5640	Auditing	3.0
ACCT 5670	Taxation of Individuals	3.0
ACCT 5680	M&A Accounting	3.0
DAT 5565	Deep Learning for Prediction of Business Outcomes	1.5
DAT 5571	Introduction to Cybersecurity	1.5
DAT 5668	Agentic AI: Autonomous Decision-Making	1.5
MEC 5310	The Global Economy	1.5
MGT 5785	Strategic Data Storytelling and Visualization for Business	1.5

Note: All Master of Science in Business Analytics students can count courses from other concentrations toward their elective requirements.

MSAA Experiential Course Options

Code	Title	Units
ACCT 5675	Volunteer Income Tax Assistance	1.5
MGT 5103	The Practicum	3.0
MGT 5105	Taylor Non-Profit Practicum	3.0
MGT 5515	Internship, Business and Application	1.5

Customer Analytics Concentration (MSCA)

MSCA Required Courses

Code	Title	Units
MKT 5002	AI Driven Customer Analytics	3.0
MKT 5003	Digital Marketing	1.5
MKT 5550	Data Analysis for Brand Management	1.5
MKT 5551	Analytics Driven Brand Management	1.5
MKT 5770	Marketing Strategy	3.0
MKT 5800	Marketing Research Analytics	3.0

MSCA Electives and Experiential Learning

Option A

- 1.5 experiential course credits
- 6 approved elective credits

Option B

- 3 experiential course credits
- 4.5 approved elective credits

MSCA Recommended Elective Course Options

Code	Title	Units
CSE 4107	Introduction to Machine Learning	3.0
CSE 4507	Introduction to Visualization	3.0
CSE 5104	Data Mining	3.0
CSE 5105	Bayesian Methods in Machine Learning	3.0
CSE 5107	Machine Learning	3.0
CSE 5300	Database Management Systems	3.0
CSE 5306	Rapid Prototype Development and Creative Programming	3.0
DAT 5370	Data Analysis, Forecasting & Risk Analysis	3
DAT 5565	Deep Learning for Prediction of Business Outcomes	1.5
DAT 5571	Introduction to Cybersecurity	1.5
DAT 5668	Agentic AI: Autonomous Decision-Making	1.5
FIN 5575	Introduction to Blockchain and Cryptocurrencies	1.5
MEC 5660	Health Analytics	3.0
MGT 5785	Strategic Data Storytelling and Visualization for Business	1.5

MGT 8200	Empirical Methods in Business: Part B	3
MGT 8201	Empirical Methods in Business Part A	3
MKT 5580	Pricing Strategies	1.5
MKT 5581	Pricing Decision Making & Implementation	1.5
MKT 5615	Introduction to GIS and Spatial Mapping	1.5
MSB 5520	Introduction to Bioinformatics	3
OB 5340	Talent Analytics	1.5
OB 5350	People Metrics	1.5
SDS 4110	Experimental Design	3.0
SDS 4210	Statistical Computation	3.0

Note: All Master of Science in Business Analytics students can count courses from other concentrations toward their elective requirements.

MSCA Experiential Course Options

Code	Title	Units
MGT 5103	The Practicum	3.0
MGT 5105	Taylor Non-Profit Practicum	3.0
MGT 5515	Internship, Business and Application	1.5
MKT 5000	Intensive Industry Project	3.0
MKT 5315	Growth Marketing Practicum	1.5

Financial Technology Analytics Concentration (MSFTA)

MSFTA Required Courses

Code	Title	Units
FIN 5203	Financial Management	3
FIN 5240	Options and Futures	1.5
FIN 5250	Fixed Income Securities	1.5
FIN 5320	Investment Theory	1.5
FIN 5340	Advanced Corporate Finance I - Valuation	1.5
FIN 5506	Fintech: Methods and Practice	3
FIN 5507	Seminar in Financial Technology	3

MSFTA Electives and Experiential Learning

Option A

- 1.5 experiential course credits
- 4.5 approved elective credits



Option B

- 3 experiential course credits
- 3 approved elective credits

MSFTA Recommended Elective Course Options

Code	Title	Units
CSE 5104	Data Mining	3
DAT 5370	Data Analysis, Forecasting & Risk Analysis	3
DAT 5565	Deep Learning for Prediction of Business Outcomes	1.5
DAT 5571	Introduction to Cybersecurity	1.5
DAT 5668	Agentic AI: Autonomous Decision-Making	1.5
FIN 5020	Financial Markets - Institutions, NYC Immersion	3
FIN 5023	Venture Capital Methods	1.5
FIN 5024	Venture Capital Practice	1.5
FIN 5025	Private Equity - Methods	1.5
FIN 5026	Private Equity - Practice	1.5
FIN 5232	Mergers & Acquisitions	1.5
FIN 5241	Derivative Securities	1.5
FIN 5270	Financial Markets and Institutions	1.5
FIN 5280	Investments Praxis	3
FIN 5300	International Finance	1.5
FIN 5315	ESG Investing	1.5
FIN 5321	Data Analysis for Investments	1.5
FIN 5330	Valuing Strategic Corporate Investments	1.5
FIN 5341	Advanced Corporate Finance II - Financing	1.5
FIN 5342	ACF3: Corporate Financial Strategy	1.5
FIN 5360	Financial Issues in Leasing	1.5
FIN 5400	Real Estate Finance	1.5
FIN 5502	Wealth Management - Practice	1.5
FIN 5503	Endowments, Foundations and Philanthropy	1.5
FIN 5504	Hedge Fund Strategies	1.5
FIN 5505	Behavioral Finance	1.5
FIN 5575	Introduction to Blockchain and Cryptocurrencies	1.5
FIN 5601	Research Methods in Finance	3
MEC 5310	The Global Economy	1.5
MGT 5101	Startup Practicum (STL)	3
MGT 5110	Law and Business Management	1.5
MGT 5785	Strategic Data Storytelling and Visualization for Business	1.5
MKT 5003	Digital Marketing	1.5

Note: All Master of Science in Business Analytics students can count courses from other concentrations toward their elective requirements.

MSFTA Experiential Course Options

Code	Title	Units
FIN 5110	Fintech Practicum	3
MGT 5515	Internship, Business and Application	1.5

Healthcare Analytics Concentration (MSHA)

MSHA Required Courses

Code	Title	Units
MEC 5220	Healthcare Management	3
MEC 5630	Olin Grand Rounds	3
MEC 5640	Health Economics and Policy	3
MEC 5660	Health Analytics	3

MSHA Electives and Experiential Learning

Option A

- 1.5 experiential course credits
- 7.5 approved elective credits

Option B

- 3 experiential course credits
- 6 approved elective credits

MSHA Recommended Elective Course Options

Code	Title	Units
ACCT 5080	Financial Reporting From the CFO's Perspective	1.5
DAT 5565	Deep Learning for Prediction of Business Outcomes	1.5
DAT 5668	Agentic AI: Autonomous Decision-Making	1.5
MEC 5310	The Global Economy	1.5
MEC 5550	Health Insurance in the US	1.5
MEC 5551	Drugs and Devices	1.5
MGT 5785	Strategic Data Storytelling and Visualization for Business	1.5
MSB 5520	Introduction to Bioinformatics	3

PHFN 5000	Epidemiology	3
PHS 5010	Introductory Clinical Epidemiology	3
PHS 5011	Intermediate Clinical Epidemiology	3
SCOT 5503	Simulation	1.5

Note: All Master of Science in Business Analytics students can count courses from other concentrations toward their elective requirements.

MSHA Experiential Course Options

Code	Title	Units
MGT 5101	Startup Practicum (STL)	3
MGT 5103	The Practicum	3
MGT 5105	Taylor Non-Profit Practicum	3
MGT 5108	Startup Practicum (Domestic)	3
MGT 5515	Internship, Business and Application	1.5
SCOT 5050	Boeing Center Supply Chain Practicum	3

Supply Chain Analytics Concentration (MSSCA)

MSSCA Required Courses

Code	Title	Units
SCOT 5100	Operations Management Foundations	2
SCOT 5300	Supply Chain Analytics Capstone	3
SCOT 5310	Supply Chain Finance	1.5
SCOT 5503	Simulation	1.5
SCOT 5580	Advanced Operations Strategy	3
SCOT 5702	Introduction to Revenue Management	1.5
SCOT 5721	Operations Analytics	3
SCOT 5760	Foundations of Supply Chain Management	1.5
SCOT 5906	Operations and Supply Chain Management Industry Seminar	1

MSSCA Electives and Experiential Learning

- 1.5 experiential course credits
- 1.5 approved elective credits

MSSCA Recommended Elective Course Options

Code	Title	Units
CSE 2201	Internet of Things	3
CSE 4207	Cloud Computing With Big Data Applications	3
CSE 5104	Data Mining	3

CSE 5105	Bayesian Methods in Machine Learning	3
CSE 5107	Machine Learning	3
CSE 5300	Database Management Systems	3
CSE 5306	Rapid Prototype Development and Creative Programming	3
DAT 5370	Data Analysis, Forecasting & Risk Analysis	3
DAT 5565	Deep Learning for Prediction of Business Outcomes	1.5
DAT 5571	Introduction to Cybersecurity	1.5
DAT 5668	Agentic AI: Autonomous Decision-Making	1.5
MEC 5310	The Global Economy	1.5
MGT 5785	Strategic Data Storytelling and Visualization for Business	1.5
MKT 5580	Pricing Strategies	1.5
SCOT 5500	Project Management	3
SCOT 5501	Supply Chain Risk Management	1.5
SCOT 5568	Business Management with SAP 1	1.5
SCOT 5730	Operations Management in the Service Industry	1.5
SCOT 5770	Supply Chain Innovation and Technology	1.5

Note: All Master of Science in Business Analytics students can count courses from other concentrations toward their elective requirements.

MSSCA Experiential Course Options

Code	Title	Units
MGT 5515	Internship, Business and Application	1.5
SCOT 5050	Boeing Center Supply Chain Practicum	3

Master of Science in Business of Sports (MSBOS)

Degree Overview

The three-semester Master of Science in Business of Sports (MSBOS) program offers an engaging, experiential educational journey that prepares students for career opportunities in the sports industry. After completing courses in marketing, analytics, communications, sales strategies, sports media, sports entrepreneurship, sports law, women's sports, and other sports business topics, students will be well-equipped to pursue jobs across a wide range of opportunities that are in growing demand. Prospective jobs include roles in corporate partnerships, social/digital media, ticketing, pricing analysis, marketing, event or venue operations, business intelligence with teams or leagues, and on-field analytics.



Orientation Programs

All Specialized Master's Programs students kick off their degrees with a multipronged orientation program designed to prepare them for academic, personal and professional success.

Students will participate in various online and in-person orientation activities prior to beginning their fall semester at Olin. *SMP Start* is a set of online modules that introduce students to the ins and outs of Washington University including policies and procedures, health and wellness, leadership opportunities, and more. *SMP Orientation Week* includes workshops, events, and cohort overviews including introductions to faculty and advisors. This week is set up to help students with their final preparations before the start of their first semester. Orientation includes career sessions, which serve as catalysts for students to help them get started in their career search. These programs are packed with opportunities for students to bond with their program cohort and to connect with their peers in all of the Specialized Master's Programs.

Students new to the United States may have the opportunity to participate in *SMP GO*, during which they will acclimate to the Olin Business School culture and strengthen their English and business communication skills.

Simultaneously, students will complete optional online, asynchronous foundation courses to bolster their background and maximize their academic preparation before the start of their degree program.

Curriculum

Required Courses

Students must complete the following courses:

Code	Title	Units
DAT 5410	Data Analytics for Business Leaders	2.0
DAT 5563	Data Visualization for Business Insights	1.5
MEC 5400	Managerial Economics	3.0
MGT 5400	Sports Management (Strategic Decision Making in Sports)	1.5
MGT 5565	Sports Entrepreneurship and Emerging Technologies	1.5
MGT 5566	Sales Strategies in the Business of Sports	1.5
MGT 5567	Business of Sports Media	1.5
MGT 5600	Professional Business Communication	1.5
MGT 5607	Sports Business Analytics	3.0
MGT 5610	Legal Issues in Sports	1.5
MGT 5671	Business of Sports Gambling	1.5
MGT 5672	Business of Women's Sports	1.5
MGT 5800	Sports Business Workshop Series I	1
MGT 5801	Sports Business Workshop Series Part 2	1.0

MGT 5900	Sports Immersion Trip 1 *	1.0
MGT 5901	Sports Immersion Trip Part 2 *	1.0
MKT 5004	Sports Marketing	3
MKT 5503	Marketing	3.0

* Students will pay their own travel costs for the Sports Immersion Trips (MGT 5900 Sports Immersion Trip 1 and MGT 5901 Sports Immersion Trip Part 2), including airfare, lodging, and meals.

Elective Courses

Students must choose at least 3 credits of the following elective courses**:

Code	Title	Units
FIN 5203	Financial Management	3.0
OB 5240	Negotiation	3.0
OB 5000	Foundations for Impactful Teamwork I	1.5
OB 5007	Foundations of Impactful Teamwork II	1.5
SCOT 5704	Operations Management	3.0

**If MEC 5400 Managerial Economics is waived, another 3 credits from this list of electives must be taken.

Other Electives

MSBOS students must complete 9 total credits of electives. In addition to elective courses listed above, additional approved elective courses are listed here:

Code	Title	Units
DAT 5550	Machine Learning Tools for Prediction of Business Outcomes	3.0
DAT 5561	Introduction to Python and Data Science	3.0
FIN 5023	Venture Capital Methods	1.5
FIN 5025	Private Equity - Methods	1.5
FIN 5232	Mergers & Acquisitions	1.5
MEC 5600	Economics of Entertainment (Economics of Entertainment)	3.0
MEC 5950	Game Theory for Business	3.0
MKT 5315	Growth Marketing Practicum	1.5
MKT 5580	Pricing Strategies	1.5
MKT 5770	Marketing Strategy	3.0
MKT 5800	Marketing Research Analytics	3.0
SCOT 5500	Project Management	3.0

Note: Former Olin undergraduate students completing this program must complete at least 12 of the 22 sports-related credits and cannot waive more than 9 of those credits because of previously completed coursework. These students are not allowed to retake cross-listed courses that they already successfully passed as undergraduate students.

Master of Science in Finance - Corporate Finance (MSFC)

Degree Overview

The two-semester Master of Science in Finance – Corporate Finance (MSFC) program emphasizes corporate financial decisions, such as capital budgeting, project and firm valuation, capital raising, securities issuance, payout policy, and enterprise risk management. This program prepares students for careers in corporate financial management, financial analysis, commercial and investment banking, private equity, venture capital, and consulting.

The MSFC degree requires the completion of 30.5 credits, including 20 required credits and 10.5 elective credits.

Orientation Programs

All Specialized Master's Programs students kick off their degrees with a multipronged orientation program designed to prepare them for academic, personal and professional success.

Students will participate in various online and in-person orientation activities prior to beginning their fall semester at Olin. *SMP Start* is a set of online modules that introduce students to the ins and outs of Washington University including policies and procedures, health and wellness, leadership opportunities, and more. *SMP Orientation Week* includes workshops, events, and cohort overviews including introductions to faculty and advisors. This week is set up to help students with their final preparations before the start of their first semester. Orientation includes career sessions, which serve as catalysts for students to help them get started in their career search. These programs are packed with opportunities for students to bond with their program cohort and to connect with their peers in all of the Specialized Master's Programs.

Students new to the United States may have the opportunity to participate in *SMP GO*, during which they will acclimate to the Olin Business School culture and strengthen their English and business communication skills.

Simultaneously, students will complete optional online, asynchronous foundation courses to bolster their background and maximize their academic preparation before the start of their degree program.

Curriculum

Required Courses

Students must complete the following courses:

Code	Title	Units
ACCT 5030	Business Analysis Using Financial Statements	1.5
ACCT 5031	Advanced Business Analysis Using Financial Statements	1.5
FIN 5232	Mergers & Acquisitions	1.5
FIN 5240	Options and Futures	1.5
FIN 5250	Fixed Income Securities	1.5
FIN 5270	Financial Markets and Institutions	1.5
FIN 5280	Investments Praxis	3
FIN 5320	Investment Theory	1.5
FIN 5340	Advanced Corporate Finance I - Valuation	1.5
FIN 5341	Advanced Corporate Finance II - Financing	1.5
FIN 5901	Corporate Finance and Investments Industry Seminar	0.5
FIN 5601 or DAT 5370	Research Methods in Finance Data Analysis, Forecasting & Risk Analysis	3

Elective Courses

Students must choose three or more of the following elective courses:

Code	Title	Units
FIN 5023	Venture Capital Methods	1.5
FIN 5025	Private Equity - Methods	1.5
FIN 5330	Valuing Strategic Corporate Investments	1.5
FIN 5342	ACF3: Corporate Financial Strategy	1.5
FIN 5360	Financial Issues in Leasing	1.5
MEC 5380	Economics of the Organization	1.5

Other Electives

MSFC students must complete 10.5 total credits of electives. In addition to elective courses listed above, additional approved elective courses are listed below.

Code	Title	Units
ACCT 5680	M&A Accounting	3
FIN 5017	Quantitative Risk Management	3
FIN 5024	Venture Capital Practice	1.5
FIN 5026	Private Equity - Practice	1.5
FIN 5113	Corporate Finance Practicum	3
FIN 5241	Derivative Securities	1.5
FIN 5300	International Finance	1.5
FIN 5315	ESG Investing	1.5



FIN 5321	Data Analysis for Investments	1.5
FIN 5380	Stochastic Foundations for Finance	1.5
FIN 5400	Real Estate Finance	1.5
FIN 5503	Endowments, Foundations and Philanthropy	1.5
FIN 5504	Hedge Fund Strategies	1.5
FIN 5505	Behavioral Finance	1.5
FIN 5550	Risk Management and Insurance	1.5
FIN 5575	Introduction to Blockchain and Cryptocurrencies	1.5
MEC 5920	Competitive Industry Analysis	3
MGT 5110	Law and Business Management	1.5
MGT 5340	Corporate Strategy	1.5
MGT 5580	Managing the Innovation Process	1.5
MGT 5605	Ownership Insights: Competitive Advantage of Family and Employee Owned Firms	1.5
MKT 5770	Marketing Strategy	3
MKT 5590	Creating & Managing Innovative New Products	1.5
OB 5610	Negotiation and Conflict Management	1.5

Master of Science in Finance - Quantitative (MSFQ)

Degree Overview

In the three-semester Master of Science in Quantitative Finance (MSFQ) program, students gain skills in mathematical and strategic decision making. Designed for students with a strong mathematical background, this technical curriculum is ideal if the student's career goals include working in financial services or related industries. Experiential learning is a degree requirement, so all MSFQ students will gain hands-on experience during their program.

Our quantitative finance program requires the completion of 39 credits, and it is STEM-designated for its focus on science, technology, engineering, and mathematics. The curriculum includes 31.5 required credits and 7.5 elective/experiential credits that focus on advanced quantitative skills and provide students with a current and innovative approach to finance.

Orientation Programs

All Specialized Master's Programs students kick off their degrees with a multipronged orientation program designed to prepare them for academic, personal and professional success.

Students will participate in various online and in-person orientation activities prior to beginning their fall semester at Olin. *SMP Start* is a set of online modules that introduce students to the ins and outs of Washington University including policies and procedures, health and wellness, leadership opportunities, and more. *SMP Orientation Week* includes workshops, events, and cohort overviews including introductions to faculty and advisors. This week is set up to help students with their final preparations before the start of their first semester. Orientation includes career sessions, which serve as catalysts for students to help them get started in their career search. These programs are packed with opportunities for students to bond with their program cohort and to connect with their peers in all of the Specialized Master's Programs.

Students new to the United States may have the opportunity to participate in *SMP GO*, during which they will acclimate to the Olin Business School culture and strengthen their English and business communication skills.

Simultaneously, students will complete optional online, asynchronous foundation courses to bolster their background and maximize their academic preparation before the start of their degree program.

Curriculum

Required Courses

Students must complete the following courses:

Code	Title	Units
DAT 5370	Data Analysis, Forecasting & Risk Analysis	3
DAT 5561	Introduction to Python and Data Science	3
FIN 5017	Quantitative Risk Management	3
FIN 5018	Topics in Quantitative Finance	1.5
FIN 5240	Options and Futures	1.5
FIN 5241	Derivative Securities	1.5
FIN 5250	Fixed Income Securities	1.5
FIN 5270	Financial Markets and Institutions	1.5
FIN 5320	Investment Theory	1.5
FIN 5321	Data Analysis for Investments	1.5
FIN 5340	Advanced Corporate Finance I - Valuation	1.5
FIN 5341	Advanced Corporate Finance II - Financing	1.5
FIN 5370	Advanced Derivative Securities	3
FIN 5380	Stochastic Foundations for Finance	1.5
FIN 5390	Mathematical Finance	1.5
FIN 5520	Fixed Income Derivatives	1.5
MGT 5600	Professional Business Communication	1.5

Experiential Courses and Electives

Students select one of the following options:

- Option A
 - 1.5 experiential course credits *plus*
 - 4.5-6 elective credits from the approved list *plus*
 - 1.5 additional approved elective credits (if only 4.5 credits are completed from the approved list)
- Option B
 - 3 experiential course credits *plus*
 - 4.5 elective credits from the approved list

Experiential Course Options

Code	Title	Units
FIN 5111	Quantitative Finance Practicum	3
MGT 5515	Internship, Business and Application	1.5

Approved MSFQ Elective Courses

Code	Title	Units
CSE 4102	Introduction to Artificial Intelligence	3
CSE 4107	Introduction to Machine Learning	3
CSE 4207	Cloud Computing With Big Data Applications	3
CSE 5104	Data Mining	3
DAT 5550	Machine Learning Tools for Prediction of Business Outcomes	3
DAT 5564	Database Design and SQL	1.5
DAT 5566	Big Data and Cloud Computing	1.5

Additional Approved Elective Options (if necessary)

Code	Title	Units
FIN 5020	Financial Markets - Institutions, NYC Immersion *	3
FIN 5315	ESG Investing	1.5
FIN 5575	Introduction to Blockchain and Cryptocurrencies	1.5
FIN 5902	Financial Industry Platform for MSFQ and MSFWAM Students	0.5
MEC 5310	The Global Economy	1.5
MGT 5785	Strategic Data Storytelling and Visualization for Business	1.5

* FIN 5020 Financial Markets - Institutions, NYC Immersion is offered each May as part of the spring or summer term on a space-available basis, and additional travel costs are incurred.

Master of Science in Finance - Wealth and Asset Management (MSFWAM)

Degree Overview

The three-semester Master of Science in Finance – Wealth & Asset Management (MSFWAM) program emphasizes the power of analytics combined with technical skills in the areas of asset allocation and security selection to construct investment portfolios for individuals, institutions, and businesses. The program equips students for careers in asset and wealth management and related careers in the fast-growing field of analytics. The program's three-semester length allows for internships and more experiential content.

The MSFWAM degree requires the completion of 39 credits, including 28.5 required credits and 10.5 elective credits.

Orientation Programs

All Specialized Master's Programs students kick off their degrees with a multipronged orientation program designed to prepare them for academic, personal and professional success.

Students will participate in various online and in-person orientation activities prior to beginning their fall semester at Olin. *SMP Start* is a set of online modules that introduce students to the ins and outs of Washington University including policies and procedures, health and wellness, leadership opportunities, and more. *SMP Orientation Week* includes workshops, events, and cohort overviews including introductions to faculty and advisors. This week is set up to help students with their final preparations before the start of their first semester. Orientation includes career sessions, which serve as catalysts for students to help them get started in their career search. These programs are packed with opportunities for students to bond with their program cohort and to connect with their peers in all of the Specialized Master's Programs.

Students new to the United States may have the opportunity to participate in *SMP GO*, during which they will acclimate to the Olin Business School culture and strengthen their English and business communication skills.



Simultaneously, students will complete optional online, asynchronous foundation courses to bolster their background and maximize their academic preparation before the start of their degree program.

Curriculum

Required Courses

Students must complete the following courses:

Code	Title	Units
ACCT 5030	Business Analysis Using Financial Statements	1.5
ACCT 5031	Advanced Business Analysis Using Financial Statements	1.5
DAT 5370 or FIN 5601	Data Analysis, Forecasting & Risk Analysis Research Methods in Finance	3
DAT 5561	Introduction to Python and Data Science	3
DAT 5564	Database Design and SQL	1.5
FIN 5017	Quantitative Risk Management	3
FIN 5240	Options and Futures	1.5
FIN 5241	Derivative Securities	1.5
FIN 5250	Fixed Income Securities	1.5
FIN 5280	Investments Praxis	3
FIN 5320	Investment Theory	1.5
FIN 5321	Data Analysis for Investments	1.5
FIN 5340	Advanced Corporate Finance I - Valuation	1.5
FIN 5380	Stochastic Foundations for Finance	1.5
MGT 5600	Professional Business Communication	1.5

Elective Courses

Students must choose three or more of the following elective courses:

Code	Title	Units
FIN 5023	Venture Capital Methods	1.5
FIN 5024	Venture Capital Practice	1.5
FIN 5025	Private Equity - Methods	1.5
FIN 5026	Private Equity - Practice	1.5
FIN 5315	ESG Investing	1.5
FIN 5501	Legal, Compliance and Taxation Aspects of Wealth Management	1.5
FIN 5502	Wealth Management - Practice	1.5
FIN 5503	Endowments, Foundations and Philanthropy	1.5
FIN 5504	Hedge Fund Strategies	1.5
FIN 5505	Behavioral Finance	1.5

Experiential Courses and Other Electives

Experiential learning is required for the MSFWAM program. MSFWAM students can choose 1.5 to 4.5 credits of experiential learning from the courses listed below:

Code	Title	Units
FIN 5112	Wealth & Asset Management Practicum	3
MGT 5515	Internship, Business and Application	1.5

MSFWAM students must complete 10.5 total credits of electives and experiential courses. If 10.5 credits are not completed from the Elective and Experiential courses listed above, additional approved elective courses are listed below.

Code	Title	Units
CSE 4107	Introduction to Machine Learning	3
DAT 5550	Machine Learning Tools for Prediction of Business Outcomes	3
DAT 5562	Text Mining	1.5
DAT 5566	Big Data and Cloud Computing	1.5
FIN 5020	Financial Markets - Institutions, NYC Immersion *	3
FIN 5115	Wealth Management Tools and Ethics	1.5
FIN 5232	Mergers & Acquisitions	1.5
FIN 5270	Financial Markets and Institutions	1.5
FIN 5300	International Finance	1.5
FIN 5330	Valuing Strategic Corporate Investments	1.5
FIN 5341	Advanced Corporate Finance II - Financing	1.5
FIN 5342	ACF3: Corporate Financial Strategy	1.5
FIN 5360	Financial Issues in Leasing	1.5
FIN 5370	Advanced Derivative Securities	3
FIN 5390	Mathematical Finance	1.5
FIN 5400	Real Estate Finance	1.5
FIN 5520	Fixed Income Derivatives	1.5
FIN 5550	Risk Management and Insurance	1.5
FIN 5575	Introduction to Blockchain and Cryptocurrencies	1.5
FIN 5902	Financial Industry Platform for MSFQ and MSFWAM Students	0.5
MEC 5380	Economics of the Organization	1.5
MGT 5110	Law and Business Management	1.5
MGT 5785	Strategic Data Storytelling and Visualization for Business	1.5
MKT 5569	A/B Testing in Business and Social Science	3
MKT 5760	Understanding and Influencing Consumer Behavior	1.5
OB 5610	Negotiation and Conflict Management	1.5

* FIN 5020 Financial Markets - Institutions, NYC Immersion is offered each May as part of the spring or summer term on a space-available basis, and additional travel costs are incurred.

Master of Science in Supply Chain Management (MSSCM)

Degree Overview

In the Master of Science in Supply Chain Management (MSSCM) program at Olin, students develop the skills and judgment required to manage the production and delivery of a firm's products and services, a critical aspect of business in today's challenging economic environment.

The MSSCM degree requires the completion of 36 credits, including 34.5 required credits and 1.5 elective credits. This program is STEM-designated for its focus on science, technology, engineering, and mathematics. The curriculum provides students with a current and innovative approach to data. Students typically complete the program in three semesters. An accelerated, two-semester format is also available. There is a required 2-credit foundation course that must be completed during the intercession between the summer and fall semesters.

Students apply the skills they learn in the classroom to real-world projects for corporate partners through our Center for Experiential Learning and our Boeing Center for Supply Chain Innovation. These partners represent a wide range of organizations and industries, and projects tackle technology, information, and operations challenges.

Orientation Programs

All Specialized Master's Programs students kick off their degrees with a multipronged orientation program designed to prepare them for academic, personal and professional success.

Students will participate in various online and in-person orientation activities prior to beginning their fall semester at Olin. *SMP Start* is a set of online modules that introduce students to the ins and outs of Washington University including policies and procedures, health and wellness, leadership opportunities, and more. *SMP Orientation Week* includes workshops, events, and cohort overviews including introductions to faculty and advisors. This week is set up to help students with their final preparations before the start of their first semester. Orientation includes career sessions, which serve as catalysts

for students to help them get started in their career search. These programs are packed with opportunities for students to bond with their program cohort and to connect with their peers in all of the Specialized Master's Programs.

Students new to the United States may have the opportunity to participate in *SMP GO*, during which they will acclimate to the Olin Business School culture and strengthen their English and business communication skills.

Simultaneously, students will complete optional online, asynchronous foundation courses to bolster their background and maximize their academic preparation before the start of their degree program.

Curriculum

Master of Science in Supply Chain Management Required Courses

Code	Title	Units
DAT 5561	Introduction to Python and Data Science	3
DAT 5567	Prescriptive Analytics	1.5
MGT 5600	Professional Business Communication	1.5
OB 5610	Negotiation and Conflict Management	1.5
SCOT 5100	Operations Management Foundations	2
SCOT 5310	Supply Chain Finance	1.5
SCOT 5500	Project Management	3
SCOT 5501	Supply Chain Risk Management	1.5
SCOT 5502	Advanced Topics in Logistics and Supply Chain Management	1.5
SCOT 5503	Simulation	1.5
SCOT 5580	Advanced Operations Strategy	3
SCOT 5590	Managing Business Process Outsourcing	1.5
SCOT 5720	Lean Systems and Process Improvement	1.5
SCOT 5721	Operations Analytics	3
SCOT 5730	Operations Management in the Service Industry	1.5
SCOT 5760	Foundations of Supply Chain Management	1.5
SCOT 5770	Supply Chain Innovation and Technology	1.5
SCOT 5906	Operations and Supply Chain Management Industry Seminar	1

Experiential Courses

- Students must complete 1.5 credits from the following:

Code	Title	Units
MGT 5515	Internship, Business and Application	1.5
SCOT 5050	Boeing Center Supply Chain Practicum	3



Elective Courses

- Students must complete 1.5 credits from any Olin 5000-level courses. For some electives, prerequisites may be necessary.

Master of Science in Wealth Management (MSWM)

Degree Overview

The two-semester Master of Science in Wealth Management (MSWM) program emphasizes asset allocation and investment selection to construct investment portfolios for individuals, institutions, and businesses. This program equips students for careers in asset and wealth management, endowment management, equity research, fixed income, derivatives, hedge funds, mutual funds, and pension funds.

The MSWM degree requires the completion of 30 credits, including 18 required credits and 12 elective credits.

Orientation Programs

All Specialized Master's Programs students kick off their degrees with a multipronged orientation program designed to prepare them for academic, personal and professional success.

Students will participate in various online and in-person orientation activities prior to beginning their fall semester at Olin. *SMP Start* is a set of online modules that introduce students to the ins and outs of Washington University including policies and procedures, health and wellness, leadership opportunities, and more. *SMP Orientation Week* includes workshops, events, and cohort overviews including introductions to faculty and advisors. This week is set up to help students with their final preparations before the start of their first semester. Orientation includes career sessions, which serve as catalysts for students to help them get started in their career search. These programs are packed with opportunities for students to bond with their program cohort and to connect with their peers in all of the Specialized Master's Programs.

Students new to the United States may have the opportunity to participate in *SMP GO*, during which they will acclimate to the Olin Business School culture and strengthen their English and business communication skills.

Simultaneously, students will complete optional online, asynchronous foundation courses to bolster their background and maximize their academic preparation before the start of their degree program.

Curriculum

Required Courses

Students must complete the following courses:

Code	Title	Units
ACCT 5030	Business Analysis Using Financial Statements	1.5
FIN 5240	Options and Futures	1.5
FIN 5250	Fixed Income Securities	1.5
FIN 5270	Financial Markets and Institutions	1.5
FIN 5280	Investments Praxis	3
FIN 5320	Investment Theory	1.5
FIN 5340	Advanced Corporate Finance I - Valuation	1.5
FIN 5501	Legal, Compliance and Taxation Aspects of Wealth Management	1.5
FIN 5502	Wealth Management - Practice	1.5
FIN 5505	Behavioral Finance	1.5
FIN 5115	Wealth Management Tools and Ethics	1.5

Elective Courses

Students must choose four or more of the following elective courses:

Code	Title	Units
FIN 5023	Venture Capital Methods	1.5
FIN 5025	Private Equity - Methods	1.5
FIN 5315	ESG Investing	1.5
FIN 5331	Financial Technology for Managers: Oversight, Cybersecurity and Regulation	1.5
FIN 5400	Real Estate Finance	1.5
FIN 5503	Endowments, Foundations and Philanthropy	1.5
FIN 5504	Hedge Fund Strategies	1.5

Other Electives

MSWM students must complete 12 total credits of electives. In addition to elective courses listed above, additional approved elective courses are listed here:

Code	Title	Units
ACCT 5031	Advanced Business Analysis Using Financial Statements	1.5
ACCT 5670	Taxation of Individuals	3
FIN 5024	Venture Capital Practice	1.5
FIN 5026	Private Equity - Practice	1.5
FIN 5232	Mergers & Acquisitions	1.5
FIN 5241	Derivative Securities	1.5
FIN 5300	International Finance	1.5



FIN 5341	Advanced Corporate Finance II - Financing	1.5
FIN 5550	Risk Management and Insurance	1.5
FIN 5575	Introduction to Blockchain and Cryptocurrencies	1.5
MGT 5600	Professional Business Communication	1.5
MKT 5760	Understanding and Influencing Consumer Behavior	1.5

Working Professionals Specialized Master's Programs

Online Master of Science in Business Analytics (OMSBA)

Degree Overview

The Online Master of Science in Business Analytics (OMSBA) program allows working professionals to amplify their data analysis abilities in the fast-growing field of analytics.

The Online Master of Science in Business Analytics (OMSBA) requires the completion of 33 required credits.

Students who enroll in this program may choose to complete only the Graduate Certificate in Analytics, the Advanced Graduate Certificate in Analytics, or the full degree. Visit the Graduate Certificate in Analytics page (p. 91) or the Advanced Graduate Certificate in Analytics page (p. 91) for certificate requirements.

Curriculum

Master of Science in Analytics (Online) Graduate Certificate Courses

Code	Title	Units
DAT 6550	Machine Learning Tools for Prediction of Bus Outcomes	3
DAT 6561	Introduction to Python and Data Science	3
DAT 6563	Data Visualization for Business Insights	1.5
DAT 6567	Prescriptive Analytics	1.5
DAT 6570	R and Statistics	1.5

Master of Science in Analytics (Online) Advanced Graduate Certificate Courses

Code	Title	Units
DAT 6562	Text Mining	1.5
DAT 6564	Database Design and SQL	1.5
DAT 6565	Deep Learning for Business Analytics	1.5
DAT 6566	Big Data and Cloud Computing	1.5
MKT 6569	A/B Testing in Business and Social Science	3
MKT 6002	AI-Driven Customer Analytics	3

Master of Science in Analytics (Online) Degree Courses

Code	Title	Units
FIN 6203	Financial Management	3
FIN 6560	Financial Technology in the Digital World	3
MKT 6550	Data Analysis for Brand Management	1.5
MKT 6551	Analytics Driven Brand Management	1.5
MGT 6560	Professional Business Communication	1.5



Flex Master of Science in Finance (Flex MSF)

Degree Overview

The Flex Master of Science in Finance (Flex MSF) offers in-depth training in the constantly evolving field of corporate finance and banking. The curriculum provides a solid foundation of financial principles and theory.

The Flex MSF degree requires the completion of 30 credits, including 9 required credits and 21 elective credits.

Students who enroll in this program may choose to complete only the Graduate Certificate in Finance, the Advanced Graduate Certificate in Finance, or the full degree. Visit the Graduate Certificate in Finance (p. 92) or Advanced Graduate Certificate in Finance (p. 92) page for certificate requirements.

Curriculum

Flex Master of Science in Finance (Flex MSF) Curriculum

The Flex Master of Science in Finance (Flex MSF) degree requires 30 total credits. This includes 9 required credits and 21 elective courses.

Required Core Courses (9 units)

Code	Title	Units
ACCT 5011	Financial Accounting	1.5
or ACCT 6011	Financial Accounting	
FIN 5203	Financial Management	3
or FIN 6203	Financial Management	
FIN 5270	Financial Markets and Institutions	1.5
or FIN 6270	Financial Markets and Institutions	
FIN 5340	Advanced Corporate Finance I - Valuation	1.5
or FIN 6340	Advanced Corporate Finance I - Valuation	
FIN 5320	Investment Theory	1.5
or FIN 6320	Investment Theory	
Total Units		9

Elective Courses (21 units)

Students complete 21 additional elective credit units selected from the following list:

Code	Title	Units
<i>Accounting</i>		
ACCT 5030	Business Analysis Using Financial Statements	1.5
or ACCT 6030	Business Analysis Using Financial Statements	
ACCT 5031	Advanced Business Analysis Using Financial Statements	1.5
or ACCT 6031	Advanced Business Analysis Using Financial Statements	
<i>Data Analytics</i>		
DAT 5564	Database Design and SQL	1.5
or DAT 6564	Database Design and SQL	
DAT 6570	R and Statistics	1.5
<i>Finance</i>		
FIN 5250	Fixed Income Securities	1.5
or FIN 6250	Fixed Income Securities	
FIN 5241	Derivative Securities	1.5
or FIN 6241	Derivative Securities	
FIN 5232	Mergers & Acquisitions	1.5
or FIN 6232	Mergers and Acquisitions	
FIN 5240	Options and Futures	1.5
or FIN 6240	Options and Futures	
FIN 5300	International Finance	1.5
or FIN 6300	International Finance	
FIN 5341	Advanced Corporate Finance II - Financing	1.5
or FIN 6341	Advanced Corporate Finance II - Financing	
FIN 5505	Behavioral Finance	1.5
or FIN 6505	Behavioral Finance	
FIN 5550	Risk Management and Insurance	1.5
or FIN 6550	Risk Management and Insurance	
FIN 5023	Venture Capital Methods	1.5
or FIN 6023	Venture Capital Methods	
FIN 5025	Private Equity - Methods	1.5
or FIN 6025	Private Equity Methods	
FIN 5504	Hedge Fund Strategies	1.5
or FIN 6504	Hedge Fund Strategies	
FIN 5321	Data Analysis for Investments	1.5
or FIN 6321	Data Analysis for Investments	
FIN 5315	ESG Investing	1.5
or FIN 6315	ESG Investing	
FIN 5400	Real Estate Finance	1.5
FIN 5501	Legal, Compliance and Taxation Aspects of Wealth Management	1.5
FIN 5502	Wealth Management - Practice	1.5

FIN 5503	Endowments, Foundations and Philanthropy	1.5
FIN 6560	Financial Technology in the Digital World	3
FIN 6515	AI-Driven Finance	1.5
<i>Management</i>		
MGT 6560 or MGT 6222	Professional Business Communication Communication for Leaders	1.5
<i>Organizational Behavior</i>		
OB 5230 or OB 6230 or OB 6537	Politics, Power, and Influence within Organizations Politics, Power and Influence within Organizations Teamwork and Leading Organizations	3

Master's Program Admissions

Eligibility

Washington University encourages and gives full consideration to all applicants for admission and financial aid without regard to ethnicity, color, age, religion, sex, sexual orientation, gender identity or expression, national origin, veteran status, disability, or genetic information.

Except in rare instances (e.g., Washington University 3+2 candidates), applicants must hold a bachelor's degree from an accredited institution before starting the graduate program to be considered for admission.

Application Process

The application process requires the submission of a complete online application. Requirements may vary by program and can be viewed on individual program websites. A complete application may include, but is not limited to, the following:

- Online application
- Résumé
- Essay(s)
- Standardized test scores: GMAT and/or GRE (recommended but not required)
- Academic transcript(s)
- English Proficiency test scores (TOEFL, IELTS) for most international applicants (non-U.S. citizens or non-U.S. permanent residents); visit individual program websites for waiver rules.
- Interview

Master's Program Policies

- Full-Time MBA Policies (p. 124)
- Flex MBA Policies (p. 133)
- Flex MSF Policies (p. 139)
- Executive MBA Policies (p. 146)
- Specialized Master's Program Policies (p. 149)
- Online Specialized Master's Program Policies (p. 157)

Full-Time MBA Policies

Please review the sections below for more information about the Full-Time MBA program's policies.

Degree Completion

The Full-Time MBA degree program requires completion of a minimum of 67 credit units based on the following parameters*:

- Students must complete 25 credits of required core courses and a minimum of 42 elective credits.
- A minimum of 58 credits must be completed in 5000-level MBA courses taught by faculty members of Olin. The remaining 9 credits may be comprised of the following:
 - Additional Olin MBA electives;
 - Preapproved Washington University non-business, graduate-level electives taken *after* the student has begun study as an Olin MBA candidate; *or*
 - A maximum of 9 credit units of graduate coursework if the grades earned are B or better and the MBA Academic Director deems the course to be equivalent to Olin MBA classes in quality and content.
- Students studying in an approved semester-long international exchange partner program must complete a minimum of 52 credit units in 5000-level courses taught by faculty members of Olin. The remaining credit units (a maximum of 15) will be applied from the preapproved partner school.

* Degree requirement rules vary for dual degree students; see "Dual Degree Programs" below for more information.

Academic Policies

Academic Performance Standards

An FT MBA student with a grade of No Pass (NP) in a required course or whose combined NP and Low Pass (LP) credits are 15 or more is not considered to be in good academic standing and cannot graduate. To restore good academic standing, a student with NP grades in required courses must repeat those courses and achieve passing grades. For students with 15 or more combined NP and LP credits (as long as the NP grades were not in required courses), non-required courses can be repeated after NP or LP grades are received to improve those grades above an LP and restore good academic standing once the student's total of NP and LP credits is less than 15.

The Graduate Program Office evaluates the cumulative academic performance of each student at the end of each semester to determine continuation eligibility. All attempted and completed coursework is reviewed. When a student's cumulative performance meets one of the following conditions, their record is brought to the Academic Review Committee for review:

1. The student has an NP in any required course; *or*
2. The student's combined NP and LP credits are 9 or more.

The Academic Review Committee can place a student who meets either of the above conditions on academic probation. Most often, academic probation is reserved for students not in good academic standing, and students who are still in good standing but who meet the above conditions are only notified of the school's concern regarding their performance. Academic probation typically imposes student-specific limits and requirements designed to help the student achieve or maintain good academic standing. Common examples include limits on the number of credits a student may enroll in, requirements to retake a core course, or requirements to meet with an academic advisor. Academic probation also serves as notice to the student that they are either no longer in good academic standing or at risk of losing it. Moreover, failure to meet the conditions of the academic probation can result in subsequent suspension or, in cases of more severe academic underperformance, dismissal from the program.

At the end of each semester, the Academic Review Committee will review each student who was already on academic probation and who was enrolled during the semester. The Academic Review Committee can then do one of the following: 1) remove the student from academic probation if the student has made satisfactory academic progress; 2) recommend that the student remain on continued academic probation and update the student-specific conditions for removal from academic probation; or 3) suspend or dismiss the student from the program. Students returning from suspension are automatically placed on probation.

Olin reserves the right to revoke financial scholarships for students who are on academic probation or who are not in good academic standing. The Academic Review Committee can dismiss from the program any student whose combined NP and LP credits are 21 or more.

Academic Review Committee

The Academic Review Committee (ARC) is composed of the Vice Dean of Education, at least three additional full-time faculty members, and a representative from Olin's Graduate Programs Office (typically the Assistant Dean of Academic Advising). This committee convenes twice each academic year (generally one to three weeks after the end of the Fall and Spring semesters) to review the academic standing of Olin's graduate students. Based on academic performance and/or progress toward degree completion, the ARC may remove a student from academic probation, place a student on probation, issue a suspension, or dismiss a student from the program. The Graduate Programs Office will communicate probation, suspension, and dismissal decisions to the affected student's WashU email address.

Appeal Procedures

A student may appeal a suspension or dismissal imposed by the ARC to the Dean or the Dean's designee. Decisions of the ARC that do not involve a suspension or dismissal are not appealable. A student may appeal within seven calendar days of the decision being emailed to the student. To initiate an appeal, the student must email both the Graduate Programs Office (GPO) and the Vice Dean of Education a formal appeal letter (the relevant GPO and Vice Dean email addresses will be included in the decision letter emailed to the student). The formal appeal letter must be included as a separate email attachment that contains the following information:

- The name of the student filing the appeal and their student number
- The ARC decision that is being appealed
- The reasons why the original ARC decision should be reconsidered
- All documentation and information to support the appeal

The Dean (or the Dean's designee) will typically issue a decision regarding the appeal within 14 days of the request. The Dean's decisions on appeals are final and communicated to the student via their WashU email address.

Attendance Expectation

Olin's Full-Time MBA program requires in-person attendance as a mandatory component of the educational experience. Students must attend courses in person for the duration of each semester of enrollment. Exceptions for short-term extenuating circumstances should be directed to the faculty for each course.

Degree Completion Time Limit

Students in the Full-Time MBA program must complete the degree within seven years of beginning the program.

Disengagement

A student is considered disengaged when they fail to attend class, do not respond to communications from faculty and/or staff, or have not completed the registration process for the next academic term. Advisors will attempt to contact the student by utilizing both the phone and email addresses on record with the school. If the student fails to respond to communication, does not register for their required academic course load, or is not in good financial standing by the add/drop date of the semester, the leave of absence will be initiated by Graduate Programs Office.

If a student is placed on an administrative leave of absence in the middle of a semester, they remain responsible for the tuition charges according to the refund schedule. If the student fails to respond at the end of the leave term, the leave will be extended for one additional semester (excluding summer terms). At the end of two semesters on a leave of absence, if the student has not developed a plan to complete their curriculum with their academic advisor, the student will be administratively withdrawn from their graduate business program at Washington University. Summer terms are excluded for Full-Time MBA and SMP students but included for Executive MBA, Flex MBA, and online programs. If the student wishes to return to the program at a future date following their withdrawal, they will follow the application process for the program in the term they wish to start and will be required to meet all admission requirements for the program.

Dual Degree Programs

Pursuing an Olin Dual Degree

Students admitted to the Full-Time MBA and one of the full-time Specialized Master's Programs (SMPs) at Olin Business School can pursue a dual degree format.

Full-Time MBA students are encouraged to apply to and enroll in the chosen SMP during their first year. Dual-degree students can share up to 15 credits between the two programs, which can shorten the time needed to complete both programs. The total number of credits required will vary depending on the selected SMP degree program. Students should consult with their academic advisors for clarification of degree requirements.

Pursuing a Washington University Dual Degree

Students are able to complete the following preapproved dual degrees: MBA/JD, MBA/MSW, MBA/MPH, MBA/MD, MBA/March, MBA/MS-BME, and MBA/MEng-EECE.

Students pursuing a dual degree with another school at Washington University in St. Louis must complete a minimum of 52 credits in 5000-level MBA courses taught by faculty members of Olin Business School. These may include credits from an approved international exchange program. The remaining 15 credits will be applied from the preapproved dual degree program.

Washington University dual degree and 3/2 Engineering, Arts & Sciences, or BSBA dual degree candidates are not eligible to pursue Olin dual degree status and may not add an SMP during their program of study.

Grade Changes

A non-disciplinary grade may be changed only by the professor in whose course the grade was initially given. A faculty member may change a grade of N providing that the work is made up within 60 days of the completion of the course. Exceptions to the 60-day limit must be discussed with the faculty member and/or an academic advisor.

Students who fail a required course must retake the course. Students may choose to retake failed elective courses but are not required to do so. Students will not earn the course credit required for program completion for failed courses.

A student with a personal or medical emergency may submit a graduate programs petition to their academic advisor.

Grade and Course Policy Disputes

WashU Olin has a formal policy and process regarding Academic Grievances, which involve concerns that students have regarding the academic policies, grading, or procedures in a given course. The policy and process unfolds as follows:

1. *The student attempts to resolve the dispute directly with the faculty member.* Disagreements often have roots in misunderstandings or communication gaps. Clearly raising concerns with the instructor usually provides a clear path for remedying the issue.
2. *The student consults their academic advisor for guidance and perspective.* Academic advisors have a wealth of experience and a broad perspective across Olin's courses and faculty members. They are often able to counsel students on whether the academic concern is warranted and/or to suggest steps that the student might take to work with the faculty member to address the issue.
3. *The student submits a Formal Academic Grievance.* If the issue remains unresolved after the first two steps, the student may then submit a Formal Academic Grievance by completing a form and providing all of the required information. If any information is missing, the grievance will be denied. Moreover, all concerns regarding a particular course must be included in the student's submission. Attempts to submit subsequent additional grievances about the same course by the same student will be denied.
4. *The Formal Academic Grievance is reviewed by the Vice Dean for Education.* Once the student's full complaint is submitted, it will be reviewed by the Vice Dean. At this point, the Vice Dean will decide whether 1) the grievance merits a full review; or 2) the grievance is fully resolved by Olin's existing policies.
5. *The Formal Academic Grievance is reviewed by a member of the Academic Grievance Committee.* If the Vice Dean determines that a full review is warranted, a member of Olin's Standing Academic Grievance Committee — which the Vice Dean for Education chairs — will be assigned to investigate and adjudicate the case. This impartial third party will review documentation, interview

relevant parties, examine Olin's documented policies, and render a decision regarding the merits of the academic grievance. This decision is final unless the student identifies and documents a breach of the protocol delineated here or factual errors in the decision. Appeals related to a breach of protocol or factual errors should be submitted to the Vice Dean for Education, whose decision on academic grievances is final.

Grading System

Olin MBA programs utilize a Pass/No Pass grading system. The Olin MBA grading system is as follows:

- HP (High Pass): Very good to excellent performance. This grade can be received by a maximum of 20% of MBA students enrolled in core courses and 25% in elective courses.
- P (Pass): Satisfactory performance
- LP (Low Pass): Minimum level of acceptable performance
- NP (No Pass): The course must be repeated if it is a core course. Moreover, no credit is awarded.
- N (No Grade): The instructor has not yet entered a grade for the course.
- I (Incomplete): Extenuating circumstances preclude the satisfactory completion of coursework. The instructor is allowed to give a student a maximum of 60 days after the end of the semester to make up for incomplete work. After 60 days, the grade is automatically changed to NP.
- L (Successful Audit)
- Z (Unsuccessful Audit)

An N or I grade may be changed only by the instructor. The instructor may change a grade from N or I to another grade within 60 days of the completion of the course. Extensions of the 60-day limit require approval from the Vice Dean of Education.

Leave of Absence (LOA)

Students who need to take an LOA should discuss the process and implications with their academic advisor and Olin Financial Services.

Voluntary LOA

A student may request an LOA for academic or personal reasons by filling out the form linked on the University Registrar's website. Requests for LOAs must be approved by the Assistant Dean for Academic Advising.

LOA Impact on Financial Aid

Students receiving financial aid should be advised that at the end of 60 days or more LOA, the grace period for loan repayment during an LOA may be exhausted. In such cases, there will be an obligation for the student to start making payments. According to the federal rules under

which loans are made, the use of a grace period during an LOA will generally mean that the schedule for loan repayment may be changed. Students who are receiving financial assistance should consult with the Olin Financial Services to determine the implications of an LOA for their financial aid.

Reporting Concerns About a Program or Other Non-Academic Matters

Washington University and Olin Business School are dedicated to maintaining the highest ethical and professional standards of conduct, which they see as essential to their mission of promoting learning. To uphold these standards, the university and the business school depend on each community member's ethical behavior, honesty, integrity, and good judgment. Every community member should respect others' rights, and each is accountable for their own actions.

Students with concerns regarding their general program or other nonacademic matters that fall outside of the academic policies, grading, or procedures in a given course (including but not limited to unprofessional behavior, the learning environment, abusive or offensive language and/or behavior, and actions that compromise the ethical and safe environment of the classroom) — whether by faculty, staff, or fellow students — are first encouraged, depending on the severity of the alleged behavior, to share their concerns and seek resolution with the individuals involved. If a student is not comfortable with this approach or if the issue persists after attempting resolution, they should next seek guidance from their advisor and, if necessary, the senior associate dean of their academic program.

Finally, students with unresolved non-academic grievances may seek assistance from the school's Faculty-Student Mediator, the Vice Dean of Education. Details for using a faculty-student mediator can be found on the Claims by Undergraduate Students Against Faculty page of the WashU website. Please note that Olin follows this process for all students, notwithstanding the reference to undergraduate students. The mediator will make a brief written record of the student's grievance, including the names of the parties; the nature of the concern and grievance; the responsive explanation of the involved faculty, staff member(s), or student(s); and the resolution of the case. In processing any grievance, the mediator will strive to protect, to the greatest extent possible, the confidentiality of the grievance, but complete confidentiality cannot be guaranteed in every instance.

If a student's claim involves discrimination or harassment, they may pursue the above procedures and/or file a formal complaint pursuant to the university's policy on Discrimination and Harassment. This process may lead to a formal hearing at which evidence will be considered and witnesses heard.

For incidents of bias, students also have the option of submitting a report through the Bias Report & Support System (BRSS).

Satisfactory Academic Progress

Federal aid recipients' academic progress will be evaluated on an annual basis by WashU Student Financial Services. Failure to meet the necessary criteria can result in the suspension of future aid eligibility, although students will be granted an opportunity to appeal. Graduate students are expected to achieve the minimum GPA requirements for their specific programs in addition to meeting federal standards for cumulative pace and completion of their degree program within a prescribed number of attempted hours (grades of W, I, and NP will place a student in jeopardy of not meeting these standards). Please direct any questions about Satisfactory Academic Progress standards or the appeal process to olinfinancialservices@wustl.edu.

Full-Time MBA Specializations

Full-Time MBA students can choose to add one or more specializations to their degree. Each specialization requires 12 unique credits to complete. Specializations are optional and not required for degree completion. Students must declare their specialization(s) in Workday before they apply for program completion.

Transfer Credit

As many as 9 units of transfer credit may be accepted toward Olin MBA degree requirements, provided that the prior coursework meets the following criteria:

- The credits were taken at the graduate level.
- It can be demonstrated (e.g., by course syllabi) that the coursework taken is comparable in content (for required courses) or acceptable in quality (for elective courses) to Washington University courses.
- A grade of B or better was achieved in the coursework for which transfer credit is requested.
- The credits were completed within seven years of the student's anticipated graduation date.

Students seeking the acceptance of transfer credit should submit a transcript, applicable syllabi, and a petition requesting a review of the proposed coursework to their academic advisor. Transfer credit requests will then be reviewed for approval by the Academic Director for the Full-Time MBA program.

Transfers Between Olin Graduate Degree Programs

Students are required to complete the specific degree program to which they were originally admitted and in which they are enrolled. Transfers between MBA and SMP programs are not permitted.

Students who wish to pursue a different degree program must submit a new application and be formally admitted to that program. Acceptance is not guaranteed.

Any transfer of previously completed coursework will be evaluated according to the transfer credit policies outlined in this bulletin and in accordance with the academic requirements of the new program.

Full-Time Enrollment Requirement Policy

Students admitted to a full-time academic program are expected to maintain full-time enrollment status throughout the duration of their studies. Full-time status is defined by the minimum credit units established by the program and the university for each academic term.

Students may not enroll on a part-time basis while actively pursuing a full-time program, except under the limited circumstances outlined below:

Approved Exceptions

- *Final Semester:* Students in their final term of study may enroll in fewer than the required full-time credit units if they need fewer credits to complete their degree requirements.
- *Approved Leave of Absence:* Students who are unable to maintain full-time enrollment due to documented circumstances may request an official leave of absence in accordance with university policy.
- *Other Approved Academic or Administrative Circumstances:* In rare cases, exceptions may be granted with prior approval from the appropriate academic authority (e.g., Academic Dean or Graduate Programs Office).

Students must receive formal approval in advance for any exception to full-time enrollment requirements. Failure to maintain full-time status without an approved exception may result in termination from the program or other administrative action, which may include impacts on academic standing, financial aid eligibility, or (for international students) visa status.

Professional Code of Conduct/Academic Integrity

Olin Business School is a community of individuals with diverse backgrounds and interests who share certain fundamental goals. Primary among these goals is the creation and maintenance of an atmosphere conducive to the learning and personal growth of everyone in the community.

Becoming a member of the Olin community is a privilege that brings certain responsibilities and expectations. The success of Olin in attaining its goals and maintaining its reputation of academic excellence depends on the willingness of its members, both collectively and individually, to meet their responsibilities. All individuals associated with Olin must conduct themselves with the utmost integrity in all aspects of their lives, both on and off campus.

Plagiarism and other forms of cheating will not be tolerated. Where a student has violated the integrity of the academic community, an instructor may recommend that the student be brought before the Academic Review Committee. Please review *Integrity Matters* (PDF) for more information.

If an MBA student is found responsible for an academic integrity violation, the maximum grade that may be assigned for that course is an LP (Low Pass).

If, based on academic performance alone, the student would have earned an LP without the violation, the grade assigned as a result of the violation will be an NP (No Pass).

Courses and Registration

The Graduate Programs Office works with the Olin Registrar Office to register Full-Time MBA students for their first semester of coursework. Each semester thereafter, students perform their own registration via Workday. Students are required to meet with their academic advisors to obtain authorization for registration.

Adding a Course

Students may add a course to their registration during specified periods at the beginning of each term; please refer to the Olin Graduate Programs Academic Calendar. A faculty member's signature is not required to add a course.

Short courses or weekend courses may be added to the student's registration until 24 hours before the course begins unless otherwise specified by the course instructor.

Auditing a Course

Students wishing to audit a course must first speak with the professor of the course to determine if auditing is an option and, if so, to learn the specific requirements for a successful audit. If approval is granted, the student should send the email approval to their academic advisor, who will work with the Olin Registrar Office to change the grading option for the course from P to A.

- Audited courses do not apply to the credits required to graduate, but they do apply to the maximum credits allowed each semester without paying additional tuition.
- Audited courses are listed on student transcripts. A grade of L is given for a successful audit, and a grade of Z is given for an unsuccessful audit.
- Audited courses do not meet prerequisite requirements. If a student has audited a particular prerequisite for a course, they will need instructor permission to enroll in that course.

Course Waivers

Course waivers are intended to allow students to avoid the redundant study of subjects already mastered. They do not reduce the number of credits required to earn the degree.

No more than 6 credits of required MBA core courses can be waived. The following courses may not be waived:

Code	Title	Units
MGT 5311	Intro. to Management and Strategy	1.5
MGT 5341	Advanced Topics in Management and Strategy	1.5
MGT 5602	Building Business Narratives	2
OB 5000	Foundations for Impactful Teamwork I	1.5
OB 5007	Foundations of Impactful Teamwork II	1.5

Students wishing to request a course waiver should complete the Course Waiver Form and return it to their academic advisor. Course waiver requests will then be reviewed for approval by the Academic Director for the Full-Time MBA program.

Coursework in Other Divisions

Olin Business School recognizes that students may wish to take coursework outside of Olin in order to achieve an individualized education. Students may elect to take coursework in other divisions of Washington University, under the following conditions:

- No such course may be taken during the first semester of the program.
- Courses must be selected from the day division of our partner schools (courses offered through WashU Continuing & Professional Studies or in evening divisions are not eligible).
- Students must be in good academic standing.
- Courses must be preapproved in order for the associated credits (up to 9) to be applied toward the 67 credits required for the MBA degree.

Students hoping to enroll in coursework in other divisions should contact their academic advisor to submit the request. Requests will be reviewed for approval by the Academic Director of the Full-Time MBA program.

Coursework During the Summer Semester

Full-time MBA students are generally not allowed to enroll in summer courses with the exception of the CPT internship course or if the student is pursuing a dual degree with another WashU program.

Dropping or Withdrawing From a Course

Students may drop or withdraw from courses during specified periods during the registration period and term as listed in the Olin Graduate Programs Academic Calendar. A faculty member's signature or Graduate Programs Office approval is not needed for students who are dropping or withdrawing from a course during the period specified by the academic calendar. It is recommended that students speak with their advisor prior to dropping a course.

Drop and withdrawal deadlines for weekend courses, short courses, and other intercession formats will be published in the "Notes" section of each course in Workday. These dates may differ from standard semester drop and withdrawal deadlines.

Dropping a course will leave no record of the enrollment on the student's transcript. Withdrawing from a course will keep the enrollment on the transcript with a W grade. The student's GPA will not be impacted. Credits associated with courses from which a student withdraws will continue to count toward the student's overall credit cap for the semester.

Independent Study

Independent study under the direction of a faculty member is available on a selective basis. The purpose of independent study is to provide an opportunity for students to pursue subject matter beyond the specific course offerings found in the school. Independent study is not viewed as a vehicle for getting credit for something in which the student may already be involved (e.g., a job, a project in another course). It is an opportunity to get more in-depth exposure to an area of interest under the supervision and direction of a faculty member.

Typically, a student will discuss with a particular faculty member the possibility of receiving supervision on an independent study research project. Projects may receive anywhere from 1.5 to 6 academic credits, but normally no more than 3 credits may be granted in any one semester. Students may apply a maximum of 6 units of independent study credit toward the 67-credit degree requirement.

Once a project is agreed upon between the student and the professor, the student must submit an Independent Study Form to the academic advisor for evaluation and approval. The petition should outline the topics to be covered, the texts or other research material to be used, and the research methodology to be employed. Students must be in good academic standing to be approved for independent study.

Semester Credit Caps

Each semester, students can enroll in a maximum number of credits as follows:

- Fall Semester/Year 1 = 21 credits
- Spring Semester/Year 1 = 19 credits
- Fall Semester/Year 2 = 18 credits
- Spring Semester/Year 2 = 18 credits

If a semester credit cap is exceeded, the student will be charged additional tuition based on their program's calculated credit rate. This rate is calculated by dividing the total program tuition cost (assuming no annual tuition increases) by the total number of credits required for degree completion. For intra-Olin dual degree candidates, the rate used is the lesser of the two program rate calculations. A student with extenuating circumstances may petition the Graduate Programs Office to exceed the stated semester credit cap without incurring additional tuition charges.

Tuition and Financial Information

For helpful information about Olin Financial Services, including the Tuition Refund Schedule, please visit the Financial Information page (p. 162) of this *Bulletin*.

Note: This schedule may not apply if a student is dropping all courses or withdrawing from their program. Questions should be directed to the student's academic advisor.

Withdrawal and Federal Loans

Regulations governing the return of Title IV funds (unsub and Graduate PLUS loans) require the school to determine the earned and unearned portions of disbursed loans as of the date the student ceased attendance. Students who are considering a withdrawal from any or all coursework should contact the Olin Financial Services team to understand the implications for their current student loan amount and the impacts on their grace period.

Curricular Practical Training (CPT)

CPT is work that is a part of a structured program offered in the FT MBA curriculum. Examples of CPT at Olin include summer internships and internships during the final semesters of the program.

- Students must get approval from Olin, enroll in the CPT-approved course, and then obtain approval from the Office for International Students and Scholars (OISS).
- Students must complete one academic year (both fall and spring semesters) before becoming eligible for CPT.

Enrolling in CPT

After a student has accepted an offer of paid or unpaid employment, they must follow these instructions:



1. Report the offer to the Center for Career Engagement.
2. Request that the company mail or email an offer letter on company letterhead to the student.
 - a. Status: Part-time work is considered up to 20 hours/week. Full-time work is considered 21 or more hours/week. Students are permitted to work part-time during the academic year (fall and spring semesters), but they can work part-time or full-time during the summer semester or the final semester if enrolled in fewer than 10 credits.
 - b. Length of internship: Minimum one month for full-time internships, or six weeks for part-time internships.
 - c. Term Dates: Washington University Academic Calendar
3. Complete the internship registration survey, including the CPT application form and offer letter, which can be accessed in the Graduate Programs Office or by contacting their academic advisor.
4. The student will be enrolled in MGT 5515 Internship, Business and Application for the appropriate term. This course *does not* count toward the 67 credits needed to complete the FT MBA degree program.
 - a. Credit units = 1.5; grading method = pass/fail
 - b. **Note:** Students will not be charged tuition by the credit unit for this 1.5-credit course during the summer term.
 - c. If students complete MGT 5515 Internship, Business and Application in a spring or fall semester, the 1.5 credits will count toward their semester total.
 - d. This course is tied to semester dates. Therefore, if employment extends beyond one semester, this entire process must be repeated before the new semester begins. Semester term dates can be found in the Washington University Academic Calendar.
 - e. Deliverables for MGT 5515 Internship, Business and Application must be completed for the student to successfully pass the course.
5. OISS will issue the student a new I-20 based on the offer letter's dates of employment. These must fall within the semester dates listed above.
6. Receive the new I-20 from OISS before starting the internship. The new I-20s will be ready three to five business days after the completed CPT application form has been received by OISS. The entire process, after the submission of the offer letter, will take three to seven business days. *Students will need to present the I-20 to their employer on their first day of work and should not begin work until the process is complete.*

Other Olin Policies

Group Study Room Policies and Reservations

The primary purpose of Olin Business School group study rooms is to provide a space for Olin students and clients to engage in collaborative and cooperative study in small groups. The following policies exist to ensure that Olin students and clients have priority use of the rooms, the rooms are appropriately maintained, and clear expectations are in place.

- Group study rooms in Bauer Hall and Knight Hall may be reserved only by Olin Business School degree candidates and only via the online reservation system. Students not enrolled in Olin Business School degree programs may not reserve these rooms.
- Group study rooms in Simon Hall may not be reserved. They are subject to the policies below, as applicable.
- Group study rooms in the Kopolow Business Library located in Simon Hall may be reserved by any Washington University student. Students should visit the library's front desk for information.
- Charles F. Knight Executive Education & Conference Center group study rooms (located on the second floor of the Knight Center) are strictly for the use of Olin Executive Education students and clients. Olin undergraduate and non-Executive Education graduate students may not use Knight Executive Education & Conference Center group study rooms under any circumstances. Knight Center group study rooms located on the first floor are available as noted below.
- Rooms are primarily intended for group use. A group is defined as two or more users engaged in collaborative study. Individuals engaged in simultaneous individual study are not considered a group.

Bauer Hall/Knight Hall

- Group rooms may not be reserved for individual student use.
- An individual may use an unoccupied or unreserved room. However, should a group need the room, the individual must vacate it. One group member must reserve the room using the online system at that time and before informing the individual that they must vacate it.
- If no more than one individual representing a group reservation is present 15 minutes or more after the reservation start time, the reservation is considered forfeited, and the room may be used by another group during the time that the forfeited group had reserved it.

Simon Hall and the First Floor of the Knight Center

- An online reservation system is not currently in place for the group study rooms in Simon Hall and on the first floor of Knight Center. An individual may use an unoccupied room. However, should a group wish to use the room, the individual must vacate it.

Reservation Instructions

- Rooms in Bauer Hall, Knight Hall, and Knight Center (first floor only) are reserved through the Graduate Programs Office.
- Reservations for the current day are displayed on the monitor outside each Knight Hall/Bauer Hall group study room. Reservations will also display on the GO WUSTL calendar of the student who has made the reservation on behalf of the group. First-floor Knight Center study rooms are not equipped with a monitor outside of the room, but reservations will appear on the GO WUSTL calendar of the student who made the reservation.
- Reservations may be made up to two weeks in advance. Any reservations made in advance of two weeks will be charged a fee.
- Reservations are limited to a period of two hours in length.

Room Usage Policies

- Room users are responsible for their personal property and should not leave items unattended. Olin Business School is not liable for loss or damage to personal property. Rooms cannot be reserved or held by placing personal belongings in them. Unattended items (e.g., backpacks, coats, laptops, binders) may be removed and taken to lost and found for safekeeping. Lost and found is located in the Undergraduate Office (Simon Hall) or in the Graduate Programs Office (Knight Hall and Bauer Hall).
- Rooms must be left clean and in good condition for the next users. Whiteboards must be erased and trash thrown away. "Do not erase" requests on the whiteboards will not be honored.
- Do not remove items from the group study rooms (e.g., chairs, markers, erasers, remotes).
- Should a room need to be cleaned or should an accident occur (e.g., a spilled beverage), students should email General Services (services@olin.wustl.edu) immediately.
- Should audiovisual assistance be required, students should email General Services.
- Violation of these policies may result in suspension from room reservation and usage. Students should report all violation issues to their program office.

Graduation

Apply for Program Completion

Every candidate for a degree must apply for program completion via Workday. Deadlines vary depending on the anticipated graduation date, and students should reach out to their Academic Advisor if they do not know the deadline.

If the student is completing more than one degree program at Washington University, they must file a separate form for each degree program and provide all of the requested information.

Awards and Honors

Olin Business School awards are given to honor outstanding achievement. Recipients of the awards listed below are selected based on a variety of factors, and the selection process may include one or more of the following criteria: faculty vote, overall academic record and course performance.

- The Charles F. Knight Scholar Awards are presented to the top 7.5% of MBA graduates. This distinction is based on the percentage of credit units receiving HP grades.
- The top 20% of graduates in each program are invited to join the Beta Gamma Sigma business honor society. This distinction is based on the percentage of HP grades.
- The Dean's Special Service Award is presented to those students or student organizations that have rendered extraordinary service to the school.
- The Dean's Award for Corporate Social Responsibility recognizes a graduating MBA student who has demonstrated outstanding scholarship, leadership, and/or practice in the area of corporate social responsibility.
- The Hubert C. "Hub" Moog Prize is awarded to a graduating MBA who, in the opinion of their fellow students, best exemplifies qualities of character, leadership, and service and who also enjoys the respect, admiration, and affection of their classmates.
- The John Wayne Latchum Memorial Award is awarded to a graduating MBA who has best exemplified the qualities of integrity, loyalty, courage, and high standards of personal conduct as judged by the faculty.
- The Joseph W. Towle Prize in Organizational Leadership is awarded to the student with the strongest academic achievement in the area of organizational leadership.
- The Milford Bohm Prize is presented to an outstanding graduate student in the field of marketing as judged by the marketing faculty.
- The Paul Cuffe MBA Award for Outstanding Leadership is awarded to a graduating MBA student for outstanding leadership, academic excellence, and involvement in Olin extracurricular activities.



- The Powell Niland Prize in Operations and Manufacturing is awarded to the student with the strongest academic achievement in the area of operations and manufacturing management.
- The Olin MBA Finance Award is presented to an outstanding student in the area of finance.

Flex MBA Policies

Please review the sections below for more information about the Flex MBA program's policies.

Degree Completion

The Flex MBA degree program requires completion of a minimum of 48 credit units based on the following parameters:

- Students must complete 24 credits of required core courses and a minimum of 24 elective credits.
- A minimum of 42 credits must be completed in 5000-level MBA courses taught by Olin faculty members. The remaining 6 credits may be comprised of the following:
 - Additional Olin MBA electives;
 - Preapproved Washington University, non-business, graduate-level electives taken *after* the student has begun study as an Olin MBA candidate;
 - Credits from one of Olin's international MBA exchange partners; or
 - A maximum of 6 transfer credits of graduate coursework if the grades earned are a B or higher and the MBA Academic Director deems the courses to be equivalent to Olin MBA classes in quality and content.

Academic Policies

Academic Performance Standards

A Flex MBA student with an NP in a required course or whose combined No Pass (NP) and Low Pass (LP) credits are 12 or more is not considered to be in good academic standing and cannot graduate. To restore good academic standing, a student with NP grades in required courses must repeat those core courses with an NP and achieve a passing grade. For students with 12 or more combined NP and LP credits (as long as the NP grades were not in required courses), non-required courses can be repeated after an NP or LP to improve the grade above an LP and restore good academic standing once their total NP and LP credits are less than 12.

The Graduate Programs Office evaluates the cumulative academic performance of each student at the end of each semester to determine continuation eligibility. All attempted and completed coursework is reviewed. When a student's cumulative performance meets one of the following conditions, their record is brought to the Academic Review Committee for review:

1. An NP in any required course *or*
2. The combined NP and LP credits are 6 or more.

The Academic Review Committee can place a student who meets either of the above conditions on academic probation. Academic probation typically imposes student-specific limits and requirements designed to help the student achieve or maintain good academic standing. Common examples include limits on the number of credits a student may enroll in, requirements to retake a core course, or requirements to meet with an academic advisor. Academic probation also serves as notice to the student that they are either no longer in good academic standing or at risk of losing it. Moreover, failure to meet the conditions of the academic probation can result in subsequent suspension or, in cases of more severe academic underperformance, dismissal from the program.

At the end of each semester, the Academic Review Committee will review each student who was already on academic probation and who was enrolled during the semester. The Academic Review Committee can either 1) remove the student from academic probation if they have made satisfactory academic progress; 2) recommend continued probation and updated student-specific conditions for removal from academic probation; or 3) suspend or dismiss the student from the program. Students returning from suspension are automatically placed on probation.

Olin reserves the right to revoke financial scholarships for students on academic probation or who are not in good academic standing, and the Academic Review Committee can dismiss from the program any student whose combined NP and LP credits are 18 or more.

Academic Review Committee

The Academic Review Committee (ARC) is composed of the Vice Dean of Education, at least three additional full-time faculty members, and a representative from Olin's Graduate Programs Office (typically the Assistant Dean of Academic Advising). This committee convenes twice each academic year (generally one to three weeks after the end of the Fall and Spring semesters) to review the academic standing of Olin's graduate students. Based on academic performance and/or progress toward degree completion, the ARC may remove a student from academic probation, place a student on probation, issue a suspension, or dismiss a student from the program. The Graduate Programs Office will communicate probation, suspension, and dismissal decisions to the affected student's WashU email address.

Appeal Procedures

A student may appeal a suspension or dismissal imposed by the ARC to the Dean or the Dean's designee. Decisions of the ARC that do not involve a suspension or dismissal are not appealable. A student may appeal within seven calendar days of the decision being emailed to the student. To initiate an appeal, the student must email both the Graduate Programs Office (GPO) and the Vice Dean of Education a formal appeal letter (the relevant GPO and Vice Dean email addresses will be included in the decision letter emailed to the student). The formal appeal letter must be included as a separate email attachment that contains the following information:

- The name of the student filing the appeal and their student number
- The ARC decision that is being appealed
- The reasons why the original ARC decision should be reconsidered
- All documentation and information to support the appeal

The Dean (or the Dean's designee) will typically issue a decision regarding the appeal within 14 days of the request. The Dean's decisions on appeals are final and communicated to the student via their WashU email address.

Attendance Expectation

Attendance is required during all program orientation events and all class sessions. Consistent attendance and active participation and engagement are necessary for learning material and proceeding to graduation. Exceptions for short-term extenuating circumstances should be directed to the faculty for each course.

Students who do not participate in their courses as indicated by course requirements or who fail to notify the university that they are no longer attending the course may be at risk of failing the course. This may result in the requirement for the return of previously awarded federal financial aid. If the university is required to return federal student aid funds, the student will be required to pay any outstanding balance owed to Washington University.

Degree Completion Time Limit

Students in the Flex MBA program must complete the degree within seven years of beginning the program.

Disengagement

A student is considered disengaged when they fail to attend class, do not respond to communications from faculty and/or staff, or have not completed the registration process for the next academic term. Advisors will attempt to contact the student by utilizing both the phone and email addresses on record with the school. If the student fails to respond to communication, does not register for their required academic course load, or is not in good financial standing by the add/drop date of the semester, the leave of absence will be initiated by the Graduate Programs Office.

If a student is placed on an administrative leave of absence in the middle of a semester, they remain responsible for the tuition charges according to the refund schedule. If the student fails to respond at the end of the leave term, the leave will be extended for one additional semester (excluding summer terms). At the end of two semesters on a leave of absence, if the student has not developed a plan to complete their curriculum with their academic advisor, the student will be administratively withdrawn from their graduate business program at Washington University. Summer terms are excluded for Full-Time MBA and SMP students but included for Executive MBA, Flex MBA, and

online programs. If the student wishes to return to the program at a future date following their withdrawal, they will follow the application process for the program in the term they wish to start and will be required to meet all admission requirements for the program.

Grade Changes

A nondisciplinary grade may be changed only by the professor in whose course the grade was initially given. A faculty member may change a grade of N providing that the work is made up within 60 days of the completion of the course. Exceptions to the 60-day limit must be discussed with the faculty member and/or an academic advisor.

Students who fail a required course must retake the course. Students may choose to retake failed elective courses but are not required to do so. Students will not earn the course credit required for program completion for failed courses.

Grade and Course Policy Disputes

WashU Olin has a formal policy and process regarding Academic Grievances (i.e., concerns that students have regarding the academic policies, grading, or procedures in a given course). The policy and process unfold as follows:

1. *Attempt to resolve the dispute directly with the faculty member.* Disagreements often have roots in misunderstandings or communication gaps. Clearly raising concerns with the instructor usually provides a clear path for remedying the issue.
2. *Consult the academic advisor for guidance and perspective.* Academic advisors have a wealth of experience and a broad perspective across Olin's courses and faculty members. They are often able to counsel students on whether the academic concern is warranted and/or suggest steps that the student might take to work with the faculty member to address the issue.
3. *Submit a Formal Academic Grievance.* If the issue remains unresolved after the first two steps, the student may then submit a Formal Academic Grievance. To do so, they should complete the Formal Academic Grievance form and provide all of the required information. If any information is missing, their grievance will be denied. Moreover, all concerns regarding a particular course must be included in the submission. Attempts to submit subsequent additional grievances about the same course by the same student will be denied.
4. *Review by the Vice Dean for Education.* Once the full complaint is submitted, it will be reviewed by the Vice Dean. At this point, the Vice Dean will decide whether 1) the grievance merits a full review; or 2) whether the grievance is fully resolved by Olin's existing policies.
5. *Review by a Member of the Academic Grievance Committee.* If the Vice Dean determines that a full review is warranted, a member of Olin's Standing Academic Grievance Committee — which the Vice Dean for Education chairs — will be assigned to investigate and adjudicate the case. This impartial third party will review documentation, interview relevant parties, examine Olin's documented policies, and render a decision regarding the merits of the academic grievance. This decision is final unless the student

identifies and documents a breach of the protocol delineated here or factual errors in the decision. Appeals related to a breach of protocol or factual errors should be submitted to the Vice Dean for Education, whose decision on academic grievances is final.

Grading System

Olin MBA programs utilize a Pass/No Pass grading system. The Olin MBA grading system is as follows:

- HP (High Pass): Very good to excellent performance. This grade can be received by a maximum of 20% of MBA students enrolled in core courses and 25% in elective courses.
- P (Pass): Satisfactory performance
- LP (Low Pass): Minimum level of acceptable performance
- NP (No Pass): The course must be repeated if it is a core course. Moreover, no credit is awarded.
- N (No Grade): The instructor has not yet entered a grade for the course.
- I (Incomplete): Extenuating circumstances preclude the satisfactory completion of coursework. The instructor is allowed to give a student a maximum of 60 days after the end of the semester to make up for incomplete work. After 60 days, the grade is automatically changed to No Pass.
- L (Successful Audit)
- Z (Unsuccessful Audit)

An N or I grade may be changed only by the instructor. The instructor may change a grade from N or I to another grade within 60 days of the completion of the course. Extensions of the 60-day limit require approval from the Vice Dean of Education.

Leave of Absence (LOA)

Students who need to take an LOA should discuss the process and implications with their academic advisor and Olin Financial Services.

Voluntary LOA

A student may request an LOA for academic or personal reasons by filling out the form linked on the University Registrar website. Requests for LOAs must be approved by the Assistant Dean for Academic Advising.

LOA Impact on Financial Aid

Students receiving financial aid should be advised that at the end of 60 days or more of LOA, the grace period for loan repayment during an LOA may be exhausted. In such cases, there will be an obligation for the student to start making payments. According to the federal rules under which loans are made, the use of a grace period during an LOA will generally mean that the schedule for loan repayment may be changed. Students who are receiving financial assistance should consult with Olin Financial Services to determine the implications of an LOA for their financial aid.

Reporting Concerns About a Program or Other Non-Academic Matters

Washington University and Olin Business School are dedicated to maintaining the highest ethical and professional standards of conduct, which they see as essential to their mission of promoting learning. To uphold these standards, the university and the business school depend on each community member's ethical behavior, honesty, integrity, and good judgment. Every community member should respect others' rights, and each is accountable for their own actions.

Students with concerns regarding their general program or other nonacademic matters that fall outside the academic policies, grading, or procedures in a given course (including but not limited to unprofessional behavior, the learning environment, abusive or offensive language and/or behavior, and actions that compromise the ethical and safe environment of the classroom) — whether by faculty, staff, or fellow students — are first encouraged, depending on the severity of the alleged behavior, to share their concerns and seek resolution with the individuals involved. If a student is not comfortable with this approach or if the issue persists after attempting resolution, they should next seek guidance from their advisor and, if necessary, the senior associate dean of their academic program.

Finally, students with unresolved non-academic grievances may seek assistance from the school's faculty-student mediator, the Vice Dean of Education. Details for using a faculty-student mediator can be found in Washington University's Grievance Policy and Procedures for Allegations by Undergraduate Students. Please note that Olin follows this process for all students, notwithstanding the reference to undergraduate students. The mediator will make a brief written record of the student's grievance, including the names of the parties; the nature of the concern and grievance; the responsive explanation of the involved faculty, staff member(s), or student(s); and the resolution of the case. In processing any grievance, the mediator will strive to protect, to the greatest extent possible, the confidentiality of the grievance, but complete confidentiality cannot be guaranteed in every instance.

If a student's claim involves discrimination or harassment, they may pursue the above procedures and/or file a formal complaint pursuant to the university's Policy on Discrimination and Harassment. This process may lead to a formal hearing at which evidence will be considered and witnesses heard.

For incidents of bias, students also have the option of submitting a report through the Bias Report and Support System (BRSS).

Modality Policy

Flex MBA students have the ability to declare either an in-person, hybrid, or online modality on a semester-by-semester basis. This will only apply to core coursework and must be consistent for all core classes that semester (i.e., students cannot enroll in one in-person course and one online course).

Modalities for elective coursework will be listed in Workday (e.g., in-person only, fully online, or in-person with a remote option). Students do not need to follow their declared core coursework modality preference for elective courses (e.g., an in-person student can take an online elective).

Modality Definitions

- **Hybrid:** Instruction includes both remote and in-person components. Students complete asynchronous coursework online, while synchronous sessions take place in person.
- **In-Person:** All course content is delivered on campus through face-to-face instruction, with little to no asynchronous coursework.
- **In-Person With a Remote Option:** The course is delivered on campus through in-person instruction, with an option for students to participate remotely via Zoom. Students who choose the remote option are expected to attend remotely for the entire duration of the course.
- **Online:** All course content is completed remotely. Instruction includes a combination of asynchronous coursework and synchronous sessions conducted via Zoom.

Recordings and Remote Attendance Accommodations

- Students requesting absence from class on an ad hoc basis with advance notice (i.e., at least 48 hours before class) may request an absence and receive a recording of the class up to two times during full-semester courses and one time during a mini-course. If the course already has arrangements made to be live-streamed via Zoom, students who have requested an absence should receive access to the live-stream link in addition to the recording.
- Accommodations for requests made on short notice (i.e., 48 hours before the class session) or other ad hoc remote attendance requests will be at the discretion of the instructor.

Satisfactory Academic Progress

Federal aid recipients' academic progress will be evaluated on an annual basis by WashU Student Financial Services. Failure to meet the necessary criteria can result in the suspension of future aid eligibility, although students will be granted an opportunity to appeal. Graduate students are expected to remain in good academic standing in addition to meeting federal standards for cumulative pace and completion of their degree program within a prescribed number of attempted hours (grades of W, I, and NP will place a student in jeopardy of not meeting these standards). Please direct any questions about Satisfactory Academic Progress standards or the appeal process to olinfinancialservices@wustl.edu.

Transfer Credit

As many as 6 units of transfer credit may be accepted toward Flex MBA degree requirements, provided that the prior coursework meets the following criteria:

- The credits were taken at the graduate level.
- It can be demonstrated (e.g., by course syllabi) that the coursework taken is comparable in content (for required courses) or acceptable in quality (for elective courses) to Washington University courses.
- A grade of B or better was achieved in the coursework for which transfer credit is requested.
- The credits were completed within seven years of the student's anticipated graduation date.

Students seeking the acceptance of transfer credit should submit a transcript, applicable syllabi, and a petition requesting a review of the proposed coursework to their academic advisor. Transfer credit requests will then be reviewed for approval by the MBA Academic Director.

Transfers Between Olin Graduate Degree Programs

Students are required to complete the specific degree program to which they were originally admitted and in which they are enrolled. Transfers between MBA and SMP programs are not permitted.

Students who wish to pursue a different degree program must submit a new application and be formally admitted to that program. Acceptance is not guaranteed.

Any transfer of previously completed coursework will be evaluated according to the transfer credit policies outlined in this Bulletin and in accordance with the academic requirements of the new program.

Professional Code of Conduct/Academic Integrity

Olin Business School is a community of individuals with diverse backgrounds and interests who share certain fundamental goals. Primary among these goals is the creation and maintenance of an atmosphere conducive to the learning and personal growth of everyone in the community.

Becoming a member of the Olin community is a privilege that brings certain responsibilities and expectations. The success of Olin in attaining its goals and maintaining its reputation of academic excellence depends on the willingness of its members, both collectively and individually, to meet their responsibilities. All individuals associated with Olin must conduct themselves with the utmost integrity in all aspects of their lives, both on and off campus.

Plagiarism and other forms of cheating will not be tolerated. Where a student has violated the integrity of the academic community, an instructor may recommend that the student be brought before the Academic Review Committee. Please review *Integrity Matters* (PDF) for more information.

If an MBA student is found responsible for an academic integrity violation, the maximum grade that may be assigned for that course is an LP (Low Pass).

If, based on academic performance alone, the student would have earned an LP without the violation, the grade assigned as a result of the violation will be an NP (No Pass).

Courses and Registration

Flex MBA students register for their courses in Workday before each semester begins. Registration dates and times will be shared with students by their academic advisors.

Adding a Course

Students may add a course to their registration during specified periods at the beginning of each term; please refer to the Olin Graduate Programs Academic Calendar. A faculty member's signature is not required to add a course.

Short courses or weekend courses may be added to the student's registration until 24 hours before the course begins unless otherwise specified by the course instructor.

Auditing a Course

Students wishing to audit a course must first speak with the professor of the course to determine if auditing is an option and, if so, to learn the specific requirements for a successful audit. If approval is granted, the student should send the email approval to their academic advisor, who will work with the Olin Registrar's Office to change the grading option for the course from P to A.

- Audited courses do not apply to the credits required to graduate, but they do apply to the student's semester course enrollment and will incur a charge of the per-credit-unit tuition rate.
- Audited courses are listed on student transcripts. A grade of L is given for a successful audit, and a grade of Z is given for an unsuccessful audit.
- Audited courses do not meet prerequisite requirements. If a student has audited a particular prerequisite for a course, they will need instructor permission to enroll in that course.

Course Waivers

Course waivers are intended to allow students to avoid the redundant study of subjects already mastered. They do not reduce the number of credits required to earn the degree.

No more than 6 credits of required MBA core courses may be waived. This limit includes any courses transferred from another institution to fulfill core requirements.

Students wishing to request a course waiver should complete the Course Waiver Form and return it to their academic advisor. Course waiver requests will then be reviewed for approval by the MBA Academic Director.

Coursework in Other Divisions

Olin Business School recognizes that students may wish to take coursework outside of Olin to achieve an individualized education. Students may elect to take coursework in other divisions of Washington University under the following conditions:

- No such course may be taken during the first and second semesters of the program.
- Students must be in good academic standing.
- Courses must be preapproved in order for the associated credits (up to 6) to be applied toward the 48 credits required for the Flex MBA degree.

Students hoping to enroll in coursework in other divisions should contact their academic advisor to submit the request. Requests will be reviewed for approval by the MBA Academic Director.

Dropping or Withdrawing From a Course

Students may drop or withdraw from courses during specified periods during the registration period and term as listed in the Olin Graduate Programs Academic Calendar. A faculty member's signature or Graduate Programs Office approval is not needed for students who are dropping or withdrawing from a course during the period specified by the academic calendar.

Before the first day of a short course or weekend course, students may drop the course unless the instructor indicates otherwise.

Dropping a course will leave no record of the enrollment on the student's transcript. Withdrawing from a course will keep the enrollment on the transcript with a W grade. The student's GPA will not be impacted.

Independent Study

Independent study under the direction of a faculty member is available on a selective basis. The purpose of independent study is to provide an opportunity for students to pursue subject matter beyond the specific course offerings found in the school. Independent study is not viewed as a vehicle for getting credit for something in which the student may already be involved (e.g., a job, a project in another course). Rather, it is an opportunity for the student to obtain more in-depth exposure to an area of interest under the supervision and direction of a faculty member.

Typically, a student will discuss with a particular faculty member the possibility of receiving supervision on an independent study research project. Projects may receive anywhere from 1.5 to 6 academic credits, but normally no more than 3 credits may be granted in any one semester. Students may apply a maximum of 6 units of independent study credit toward the 48-credit degree requirement.

Once a project is agreed upon between the student and the professor, the student must submit an Independent Study form to the academic advisor for evaluation and approval. The petition should outline the topics to be covered, the texts or other research material to be used, and the research methodology to be employed. Students must be in good academic standing to be approved for independent study.

Semester Credit Cap

Flex students may be enrolled in no more than 7.5 credit units per semester. However, students may exceed 7.5 credit units in a semester — while adhering to the per-credit-unit tuition rate — twice during the duration of their program. Students cannot exceed 7.5 credit units unless their account/academic record is clear of any administrative holds and the student is in good academic standing. Students will be asked to provide a rationale for increasing their credit load and to detail their plans for maintaining a healthy balance of external and academic responsibilities. Each request will be evaluated on an individual basis.

Tuition and Financial Information

For helpful information about Olin Financial Services, including the Tuition Refund Schedule, please visit the Financial Information page (p. 162) of this *Bulletin*.

Note: This schedule may not apply if a student is dropping all courses or withdrawing from their program. Questions should be directed to the student's academic advisor.

Withdrawal and Federal Loans

Regulations governing the return of Title IV funds (unsub and Graduate PLUS loans) require the school to determine the earned and unearned portions of disbursed loans as of the date the student ceased attendance. Students who are considering a withdrawal from any or all coursework should contact the Olin Financial Services team to understand the implications for their current student loan amount and the impacts on their grace period.

Other Olin Policies

Group Study Room Policies and Reservations

The primary purpose of Olin Business School group study rooms is to provide a space for Olin students and clients to engage in collaborative and cooperative study in small groups. The following policies exist to ensure that Olin students and clients have priority use of the rooms, the rooms are appropriately maintained, and clear expectations are in place.

- Group study rooms in Bauer Hall and Knight Hall may be reserved only by Olin Business School degree candidates and only via the online reservation system. Students not enrolled in Olin Business School degree programs may not reserve these rooms.
- Group study rooms in Simon Hall may not be reserved. They are subject to the policies below, as applicable.
- Group study rooms in the Kopolow Business Library located in Simon Hall may be reserved by any Washington University student. Students should visit the library's front desk for information.
- Charles F. Knight Executive Education & Conference Center group study rooms (located on the second floor of the Knight Center) are strictly for the use of Olin Executive Education students and clients. Olin undergraduate and non-Executive Education graduate students may not use Knight Executive Education & Conference Center group study rooms under any circumstances. Knight Center group study rooms located on the first floor are available as noted below.
- Rooms are primarily intended for group use. A group is defined as two or more users engaged in collaborative study. Individuals engaged in simultaneous individual study are not considered a group.

Bauer Hall/Knight Hall

- Group rooms may not be reserved for individual student use.
- An individual may use an unoccupied or unreserved room. However, should a group need the room, the individual must vacate it. One group member must reserve the room using the online system at that time and before informing the individual that they must vacate it.
- If no more than one individual representing a group reservation is present 15 minutes or more after the reservation start time, the reservation is considered forfeited, and the room may be used by another group during the time that the forfeited group had reserved it.

Simon Hall and the first floor of the Knight Center

- An online reservation system is not currently in place for the group study rooms in Simon Hall and on the first floor of Knight Center. An individual may use an unoccupied room. However, should a group wish to use the room, the individual must vacate it.

Reservation Instructions

- Rooms in Bauer Hall, Knight Hall, and Knight Center (first floor only) are reserved through the Graduate Programs Office.
- Reservations for the current day are displayed on the monitor outside each Knight Hall/Bauer Hall group study room. Reservations will also display on the GO WUSTL calendar of the student who has made the reservation on behalf of the group. First-floor Knight Center study rooms are not equipped with a monitor outside of the room, but reservations will appear on the GO WUSTL calendar of the student who made the reservation.
- Reservations may be made up to two weeks in advance. Any reservations made in advance of two weeks will be charged a fee.
- Reservations are limited to a period of two hours in length.

Room Usage Policies

- Room users are responsible for their personal property and should not leave items unattended. Olin Business School is not liable for loss or damage to personal property. Rooms cannot be reserved or held by placing personal belongings in them. Unattended items (e.g., backpacks, coats, laptops, binders) may be removed and taken to lost and found for safekeeping. Lost and found is located in the Undergraduate Office (Simon Hall) or in the Graduate Programs Office (Knight Hall and Bauer Hall).
- Rooms must be left clean and in good condition for the next users. Whiteboards must be erased and trash thrown away. "Do not erase" requests on the whiteboards will not be honored.
- Do not remove items from the group study rooms (e.g., chairs, markers, erasers, remotes).
- Should a room need to be cleaned or should an accident occur (e.g., a spilled beverage), students should email General Services immediately.
- Should audiovisual assistance be required, students should email General Services.
- Violation of these policies may result in suspension from room reservation and usage. Students should report all violation issues to their program office.

Graduation

Apply for Program Completion

Every candidate for a degree must apply for program completion via Workday. Deadlines vary depending on the anticipated graduation date, and students should reach out to their Academic Advisor if they do not know the deadline.

If the student is completing more than one degree program at Washington University, they must file a separate form for each degree program and provide all of the requested information.

Awards and Honors

Olin Business School awards are given to honor outstanding achievement. Recipients of the awards listed below are selected based on a variety of factors, and the selection process may include one or more of the following criteria: faculty vote, overall academic record, and course performance.

- The *Charles F. Knight Scholar Awards* are presented to the top 7.5% of Flex MBA graduates. This distinction is based on a percentage of credit units receiving HP (High Pass) grades.
- Graduating MBA students will be considered for election to *Beta Gamma Sigma*, the national business honorary, if they rank in the top 20% of their graduating class. This calculation is based on the number of HP (High Pass) credits. Summer, fall, and spring graduates are considered to be one graduating class for the purposes of election to Beta Gamma Sigma. Election occurs in April.
- The *Peer Recognition Award* is awarded to the graduating Flex MBA student who, in the opinion of their fellow students, best exemplifies qualities of character, leadership, and service and who also enjoys the respect, admiration, and affection of their classmates.

Flex Master of Science in Finance (Flex MSF) Policies

Please review the sections below for more information about the Flex Master of Science in Finance program's policies.

Degree Completion

The Flex Master of Science in Finance (FlexMSF) offers in-depth training in the constantly evolving field of corporate finance and banking. The curriculum provides a solid foundation of financial principles and theory.

The program is structured in three sequential steps, with each step awarding a credential upon completion:

1. *FlexMSF Graduate Certificate*: Awarded after completing 9 core credits
2. *FlexMSF Advanced Graduate Certificate*: Awarded after completing 10.5 credits from the approved elective list
3. *FlexMSF Degree*: Awarded after completing 21 credits from the approved elective list

Students may choose to complete only the Graduate Certificate, the Advanced Graduate Certificate, or the full degree. Earning the Flex MSF degree requires a total of 30 credits.

Academic Policies

Academic Performance Standards

A student with either a failing grade in a required course or who does not maintain both a cumulative GPA and a program GPA of 3.0 is not considered to be in good academic standing and cannot graduate. To restore good academic standing, a student must repeat required courses in which they received a failing grade. In a student's final semester, required and non-required courses with a grade of C or lower can be repeated to improve the grade and restore good academic standing. (When calculating a student's GPA, the grade in a repeated course replaces the original course grade, even if it is not an improvement, except for cases in which an academic integrity violation contributed to lowering the original course grade. In that latter situation, both the original grade and the new course grade will count toward a student's GPA.)

The Graduate Programs Office evaluates each student's cumulative academic performance at the end of each semester to determine continuation eligibility. All attempted and completed coursework is reviewed. When a student is found not to be in good academic standing, they are placed on academic probation, and their record is brought to the Academic Review Committee for review, which might result in additional academic sanctions, including dismissal.

Academic probation typically imposes student-specific limits and requirements designed to help the student restore good academic standing. Common examples include limits on the number of credits a student can enroll in, requirements to retake a required course, or requirements to meet with an academic advisor. Academic probation also serves as a notice to the student that they are no longer in good

academic standing. Moreover, failure to meet the conditions of the academic probation can result in subsequent suspension or, in cases of more severe academic underperformance, dismissal from the program.

At the end of each semester, the Academic Review Committee will review each student who was already on academic probation and who was enrolled during the semester. The Academic Review Committee can do one of the following: 1) remove the student from academic probation if the student has made satisfactory academic progress; 2) recommend continued probation and update student-specific conditions for removal from academic probation; or 3) suspend or dismiss the student from the program. Students returning from suspension are automatically placed on probation.

Academic Review Committee

The Academic Review Committee (ARC) is composed of the Vice Dean of Education, at least three additional full-time faculty members, and a representative from Olin's Graduate Programs Office (typically the Assistant Dean of Academic Advising). This committee convenes twice each academic year (generally one to three weeks after the end of the Fall and Spring semesters) to review the academic standing of Olin's graduate students. Based on academic performance and/or progress toward degree completion, the ARC may remove a student from academic probation, place a student on probation, issue a suspension, or dismiss a student from the program. The Graduate Programs Office will communicate probation, suspension, and dismissal decisions to the affected student's WashU email address.

Students should refer to the Academic Policies of their specific program to understand the requirements to remain in good academic standing.

Appeal Procedures

A student may appeal a suspension or dismissal imposed by the ARC to the Dean or the Dean's designee. Decisions of the ARC that do not involve a suspension or dismissal are not appealable. A student may appeal within seven calendar days of the decision being emailed to the student. To initiate an appeal, the student must email both the Graduate Programs Office (GPO) and the Vice Dean of Education a formal appeal letter (the relevant GPO and Vice Dean email addresses will be included in the decision letter emailed to the student). The formal appeal letter must be included as a separate email attachment that contains the following information:

- The name of the student filing the appeal and their student number
- The ARC decision that is being appealed
- The reasons why the original ARC decision should be reconsidered
- All documentation and information to support the appeal

The Dean (or the Dean's designee) will typically issue a decision regarding the appeal within 14 days of the request. The Dean's decisions on appeals are final and communicated to the student via their WashU email address.

Degree Completion Time Limit

Students in the Flex MSF program must complete the degree within seven years of beginning the program.

Disengagement

A student is considered disengaged when they fail to attend class, do not respond to communications from faculty and/or staff, or have not completed the registration process for the next academic term. Advisors will attempt to contact the student by utilizing both the phone and email addresses on record with the school. If the student fails to respond to communication, does not register for their required academic course load, or is not in good financial standing by the add/drop date of the semester, the leave of absence will be initiated by the Graduate Programs Office.

If a student is placed on an administrative leave of absence in the middle of a semester, they remain responsible for the tuition charges according to the refund schedule. If the student fails to respond at the end of the leave term, the leave will be extended for one additional semester (excluding summer terms). At the end of two semesters on a leave of absence, if the student has not developed a plan to complete their curriculum with their academic advisor, the student will be administratively withdrawn from their graduate business program at Washington University. Summer terms are excluded for Full-Time MBA and SMP students but included for Executive MBA, Flex MBA, Flex MSF, and online programs. If the student wishes to return to the program at a future date following their withdrawal, they will follow the application process for the program in the term they wish to start and will be required to meet all admission requirements for the program.

Grade Changes

A nondisciplinary grade may be changed only by the professor in whose course the grade was initially given. A faculty member may change a grade from an N or I to a letter grade provided that the work is made up within 60 days of the completion of the course. Exceptions to the 60-day limit must be discussed with the Assistant Dean and the Director of Graduate Programs Student Affairs.

Students who fail a required course must retake the course. Students may choose to retake failed elective courses but are not required to do so. Students will not earn the course credit required for program completion for failed courses.

Upon passing completion of a retaken course as a result of failure due to a lack of academic proficiency, a student's transcript will show an R next to the grade earned for the initial course, indicating that it has been retaken, and a letter grade for the second attempt of the course. Only the grade earned during the retaken attempt of the course, whether better or worse, will affect the student's cumulative GPA.

Upon passing completion of a retaken course as a result of failure due to an academic integrity violation, a student's transcript will show the grade for each taking of the course. The grades earned during both the initial and the retaken attempts of the course will affect the student's cumulative GPA.

Students are not allowed to retake courses in which they have not earned a failing grade. However, if a student is in their final semester of coursework and has a GPA below a 3.0, they will be granted an exception to retake courses in which they received a grade of C or lower.

A student with a personal or medical emergency may submit a graduate programs petition to their academic advisor.

Grade and Course Policy Disputes

WashU Olin has a formal policy and process regarding Academic Grievances, which involve concerns that students have regarding the academic policies, grading, or procedures in a given course. The policy and process unfolds as follows:

1. *The student attempts to resolve the dispute directly with the faculty member.* Disagreements often have roots in misunderstandings or communication gaps. Clearly raising concerns with the instructor usually provides a clear path for remedying the issue.
2. *The student consults their academic advisor for guidance and perspective.* Academic advisors have a wealth of experience and a broad perspective across Olin's courses and faculty members. They are often able to counsel students on whether the academic concern is warranted and/or to suggest steps that the student might take to work with the faculty member to address the issue.
3. *The student submits a Formal Academic Grievance.* If the issue remains unresolved after the first two steps, the student may then submit a Formal Academic Grievance by completing a form and providing all of the required information. If any information is missing, the grievance will be denied. Moreover, all concerns regarding a particular course must be included in the student's submission. Attempts to submit subsequent additional grievances about the same course by the same student will be denied.
4. *The Formal Academic Grievance is reviewed by the Vice Dean for Education.* Once the student's full complaint is submitted, it will be reviewed by the Vice Dean. At this point, the Vice Dean will decide whether 1) the grievance merits a full review; or 2) the grievance is fully resolved by Olin's existing policies.
5. *The Formal Academic Grievance is reviewed by a member of the Academic Grievance Committee.* If the Vice Dean determines that a full review is warranted, a member of Olin's Standing Academic Grievance Committee — which the Vice Dean for Education chairs — will be assigned to investigate and adjudicate the case. This impartial third party will review documentation, interview relevant parties, examine Olin's documented policies, and render a decision regarding the merits of the academic grievance. This decision is final unless the student identifies and documents a



breach of the protocol delineated here or factual errors in the decision. Appeals related to a breach of protocol or factual errors should be submitted to the Vice Dean for Education, whose decision on academic grievances is final.

Grading System

Note: Please refer to the instructor or syllabus for each course to determine how letter grades will be assigned.

- The following grades are used in calculating the grade point average:

Grade Scale	Grade Points per Unit
A or A+	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3
C	2.0
C-	1.7
D+	1.3
D	1.0
D-	0.7
F	0.0

- The following grades and notations are ignored in calculating the grade point average:

Grade/Notation	Value
P	Pass
F	Fail
I	Coursework incomplete; final grade pending
W	Withdraw
R	Retaken course
L	Successful audit
Z	Unsuccessful audit
N	No grade submitted; final grade pending

- An I (for incomplete work) may be given if extenuating circumstances preclude the satisfactory completion of coursework during the semester in which a particular course is taken. With permission of the instructor, students have up to 60 days after the final exam period to make up for incomplete work. After 60 days, the grade is automatically changed to an F.
- A grade of N indicates that the professor has not yet turned in a grade.

- In most cases, required courses must be taken for a letter grade to count toward the degree requirements. Each program/track may have exceptions. Students should speak with their academic advisors before taking any courses with the Pass/No Pass or audit grading method.

If the student believes a grade was submitted in error, they should first contact the professor for the course. If the professor is unable to explain the unreported grade, the student should contact their academic advisor.

Leave of Absence (LOA)

Students who need to take an LOA should discuss the process and implications with their academic advisor and Olin Financial Services.

Voluntary LOA

A student may request an LOA for academic or personal reasons by filling out the form linked on the University Registrar website. Requests for LOAs must be approved by the Assistant Dean for Academic Advising.

LOA Impact on Financial Aid

Students receiving financial aid should be advised that at the end of 60 days or more of LOA, the grace period for loan repayment during an LOA may be exhausted. In such cases, there will be an obligation for the student to start making payments. According to the federal rules under which loans are made, the use of a grace period during an LOA will generally mean that the schedule for loan repayment may be changed. Students who are receiving financial assistance should consult with Olin Financial Services to determine the implications of an LOA for their financial aid.

Reporting Concerns About a Program or Other Non-Academic Matters

Washington University and Olin Business School are dedicated to maintaining the highest ethical and professional standards of conduct, which they see as essential to their mission of promoting learning. To uphold these standards, the university and the business school depend on each community member's ethical behavior, honesty, integrity, and good judgment. Every community member should respect others' rights, and each is accountable for their own actions.

Students with concerns regarding their general program or other nonacademic matters that fall outside of the academic policies, grading, or procedures in a given course (including but not limited to unprofessional behavior, the learning environment, abusive or offensive language and/or behavior, and actions that compromise the ethical and safe environment of the classroom) — whether by faculty, staff, or fellow students — are first encouraged, depending on the severity of the alleged behavior, to share their concerns and seek

resolution with the individuals involved. If a student is not comfortable with this approach or if the issue persists after attempting resolution, they should next seek guidance from their advisor, and if necessary, the senior associate dean of their academic program.

Finally, students with unresolved non-academic grievances may seek assistance from the school's Faculty-Student Mediator, the Vice Dean of Education. Details for using a faculty-student mediator can be found on the Claims by Undergraduate Students Against Faculty page of the WashU website. Please note that Olin follows this process for all students, notwithstanding the reference to undergraduate students. The mediator will make a brief written record of the student's grievance, including the names of the parties; the nature of the concern and grievance; the responsive explanation of the involved faculty, staff member(s), or student(s); and the resolution of the case. In processing any grievance, the mediator will strive to protect, to the greatest extent possible, the confidentiality of the grievance, but complete confidentiality cannot be guaranteed in every instance.

If a student's claim involves discrimination or harassment, they may pursue the above procedures and/or file a formal complaint pursuant to the university's policy on Discrimination and Harassment. This process may lead to a formal hearing at which evidence will be considered and witnesses heard.

For incidents of bias, students also have the option of submitting a report through the Bias Report & Support System (BRSS).

Modality Policy

Flex MSF students may complete coursework in an in-person or online format, with select courses offered in a hybrid modality. Course delivery modalities (in-person, hybrid, or online) are indicated in Workday. Availability of modalities varies by course and by term, and not all Flex MSF courses are offered in multiple formats each semester. Students are encouraged to consult their academic advisor with questions regarding course modality or planning.

Modality Definitions

- **Online:** All course content is completed remotely. Instruction includes a combination of asynchronous coursework and synchronous sessions conducted via Zoom.
- **Hybrid:** Instruction includes both remote and in-person components. Students complete asynchronous coursework online, while synchronous sessions take place in person.
- **In-Person:** All course content is delivered on campus through face-to-face instruction, with little to no asynchronous coursework.
- **In-Person With a Remote Option:** The course is delivered on campus through in-person instruction, with an option for students to participate remotely via Zoom. Students who choose the remote option are expected to attend remotely for the entire duration of the course.

Recordings and Remote Attendance Accommodations

- Students requesting absence from class on an ad hoc basis with advance notice (i.e., at least 48 hours before class) may request an absence and receive a recording of the class up to two times during full-semester courses and one time during a mini-course. If the course already has arrangements made to be live-streamed via Zoom, students who have requested an absence should receive access to the live-stream link in addition to the recording.
- Accommodations for requests made on short notice (i.e., 48 hours before the class session) or other ad hoc remote attendance requests will be at the discretion of the instructor.

Satisfactory Academic Progress

Federal aid recipients' academic progress will be evaluated on an annual basis by WashU Student Financial Services. Failure to meet the necessary criteria can result in the suspension of future aid eligibility, although students will be granted an opportunity to appeal. Graduate students are expected to remain in good academic standing in addition to meeting federal standards for cumulative pace and completion of their degree program within a prescribed number of attempted hours (grades of W, I, and NP will place a student in jeopardy of not meeting these standards). Please direct any questions about Satisfactory Academic Progress standards or the appeal process to olinfinancialservices@wustl.edu.

Transfers Between Olin Graduate Degree Programs

Students are required to complete the specific degree program to which they were originally admitted and in which they are enrolled. Transfers between MBA and SMP programs are not permitted.

Students who wish to pursue a different degree program must submit a new application and be formally admitted to that program. Acceptance is not guaranteed.

Any transfer of previously completed coursework will be evaluated according to the transfer/credit policies outlined in this bulletin and in accordance with the academic requirements of the new program.

Transfer Credit

As many as 6 units of transfer credit may be accepted toward Washington University Flex MSF degree requirements, provided that the prior coursework meets the following criteria:

- The credits were taken at the graduate level.
- It can be demonstrated (e.g., by course syllabi) that the coursework taken is comparable in content (for required courses) or acceptable in quality (for elective courses) to Washington University courses.

- A grade of B or better was achieved in the coursework for which transfer credit is requested.
- The credits were completed within seven years of the student's anticipated graduation date.

Students seeking the acceptance of transfer credit should follow the instructions to Request Transfer Credit in Workday. Requests are reviewed by Academic Directors and processed by the Graduate Programs Office.

No more than 6 total credits of required Flex MSF courses can be waived and/or transferred.

Professional Code of Conduct/Academic Integrity

Olin Business School is a community of individuals with diverse backgrounds and interests who share certain fundamental goals. Primary among these goals is the creation and maintenance of an atmosphere conducive to the learning and personal growth of everyone in the community.

Becoming a member of the Olin community is a privilege that brings certain responsibilities and expectations. The success of Olin in attaining its goals and maintaining its reputation of academic excellence depends on the willingness of its members, both collectively and individually, to meet their responsibilities. All individuals associated with Olin must conduct themselves with the utmost integrity in all aspects of their lives, both on and off campus.

Plagiarism and other forms of cheating will not be tolerated. Where a student has violated the integrity of the academic community, an instructor may recommend that the student be brought before the Academic Review Committee. Please review *Integrity Matters* (PDF) for more information.

Courses and Registration

Flex MSF students register for their courses in Workday before each semester begins. Registration dates and times will be shared with students by their academic advisors.

Adding a Course

Students may add a course to their registration during specified periods at the beginning of each term; please refer to the Olin Graduate Programs Academic Calendar. A faculty member's signature is not required to add a course.

Short courses or weekend courses may be added to the student's registration until 24 hours before the course begins unless otherwise specified by the course instructor.

Auditing a Course

Students wishing to audit a course must first speak with the professor of the course to determine if auditing is an option and, if so, to learn the specific requirements for a successful audit. If approval is granted, the student should send the email approval to their academic advisor, who will work with the Olin Registrar's Office to change the grading option for the course from P to A.

- Audited courses do not apply to the credits required to graduate, but they do apply to the student's semester course enrollment and will incur a charge of the per-credit-unit tuition rate.
- Audited courses are listed on student transcripts. A grade of L is given for a successful audit, and a grade of Z is given for an unsuccessful audit.
- Audited courses do not meet prerequisite requirements. If a student has audited a particular prerequisite for a course, they will need instructor permission to enroll in that course.

Course Waivers

Course waivers are intended to allow students to avoid the redundant study of subjects already mastered. They do not reduce the number of credits required to earn the degree. Waiver request forms can be obtained from the student's academic advisor.

No more than 6 credits of required Flex MSF courses may be waived. This limit includes any courses transferred from another institution to fulfill core requirements.

Students wishing to request a course waiver should complete the Course Waiver Form and return it to their academic advisor. Course waiver requests will then be reviewed for approval by the Flex MSF Academic Director.

Coursework in Other Divisions

Olin Business School recognizes that students may wish to take coursework in other divisions in order to achieve an individualized education. Students who wish to do so should meet with their academic advisors and follow the guidance outlined below:

- For non-Olin graduate courses that are not included in the program curriculum but that will count toward degree credits, approval by the program's Academic Director and the course instructor are required.
- For non-Olin graduate courses that will not count toward degree credits, approval by the course instructor is required.
- Flex MSF students are not eligible to enroll in courses offered by Olin at the 1000 to 4000 level (undergraduate) or the 7000 level (Executive MBA).
- Flex MSF students are generally not permitted to take courses offered by Olin at the 8000 level (doctoral). Exceptions can only be made with approval by the program's Academic Director and the course instructor.
- Students must be in good academic standing.

Dropping or Withdrawing From a Course

Students may drop or withdraw from courses during specified periods during the registration period and term as listed in the Olin Graduate Programs Academic Calendar. A faculty member's signature or Graduate Programs Office approval is not needed for students who are dropping or withdrawing from a course during the period specified by the academic calendar.

Before the first day of a short course or weekend course, students may drop the course unless the instructor indicates otherwise.

Dropping a course will leave no record of the enrollment on the student's transcript. Withdrawing from a course will keep the enrollment on the transcript with a W grade. The student's GPA will not be impacted.

Independent Study

Independent study under the direction of a faculty member is available on a selective basis. The purpose of independent study is to provide an opportunity for students to pursue subject matter beyond the specific course offerings found in the school. Independent study is not viewed as a vehicle for getting credit for something in which the student may already be involved (e.g., a job, a project in another course). Rather, it is an opportunity for the student to obtain more in-depth exposure to an area of interest under the supervision and direction of a faculty member.

Typically, a student will discuss with a particular faculty member the possibility of receiving supervision on an independent study research project. Projects may receive anywhere from 1.5 to 6 academic credits, but normally no more than 3 credits may be granted in any one semester. Students may apply a maximum of 6 units of independent study credit toward the 48-credit degree requirement.

Once a project is agreed upon between the student and the professor, the student must submit an Independent Study form to the academic advisor for evaluation and approval. The petition should outline the topics to be covered, the texts or other research material to be used, and the research methodology to be employed. Students must be in good academic standing to be approved for independent study.

Semester Credit Cap

Flex MSF students may be enrolled in no more than 7.5 credit units per semester. However, students may exceed 7.5 credit units in a semester — while adhering to the per-credit-unit tuition rate — twice during the duration of their program. Students cannot exceed 7.5 credit units unless their account/academic record is clear of any administrative holds, and the student is in good academic standing. Students will be asked to provide a rationale for increasing their credit load and to detail their plans for maintaining a healthy balance of external and academic responsibilities. Each request will be evaluated on an individual basis.

Tuition and Financial Information

For helpful information about Olin Financial Services, including the Tuition Refund Schedule, please visit the Financial Information page (p. 162) of this *Bulletin*.

Note: This schedule may not apply if a student is dropping all courses or withdrawing from their program. Questions should be directed to the student's academic advisor.

Withdrawal and Federal Loans

Regulations governing the return of Title IV funds (unsub and Graduate PLUS loans) require the school to determine the earned and unearned portions of disbursed loans as of the date the student ceased attendance. Students who are considering a withdrawal from any or all coursework should contact the Olin Financial Services team to understand the implications for their current student loan amount and the impacts on their grace period.

Other Olin Policies

Group Study Room Policies and Reservations

The primary purpose of Olin Business School group study rooms is to provide a space for Olin students and clients to engage in collaborative and cooperative study in small groups. The following policies exist to ensure that Olin students and clients have priority use of the rooms, the rooms are appropriately maintained, and clear expectations are in place.

- Group study rooms in Bauer Hall and Knight Hall may be reserved only by Olin Business School degree candidates and only via the online reservation system. Students not enrolled in Olin Business School degree programs may not reserve these rooms.
- Group study rooms in Simon Hall may not be reserved. They are subject to the policies below, as applicable.
- Group study rooms in the Kopolow Business Library located in Simon Hall may be reserved by any Washington University student. Students should visit the library's front desk for information.
- Charles F. Knight Executive Education & Conference Center group study rooms (located on the second floor of the Knight Center) are strictly for the use of Olin Executive Education students and clients. Olin undergraduate and non-Executive Education graduate students may not use Knight Executive Education & Conference Center group study rooms under any circumstances. Knight Center group study rooms located on the first floor are available as noted below.

- Rooms are primarily intended for group use. A group is defined as two or more users engaged in collaborative study. Individuals engaged in simultaneous individual study are not considered a group.

Bauer Hall/Knight Hall

- Group rooms may not be reserved for individual student use.
- An individual may use an unoccupied or unreserved room. However, should a group need the room, the individual must vacate it. One group member must reserve the room using the online system at that time and before informing the individual that they must vacate it.
- If no more than one individual representing a group reservation is present 15 minutes or more after the reservation start time, the reservation is considered forfeited, and the room may be used by another group during the time that the forfeited group had reserved it.

Simon Hall and the First Floor of the Knight Center

- An online reservation system is not currently in place for the group study rooms in Simon Hall and on the first floor of Knight Center. An individual may use an unoccupied room. However, should a group wish to use the room, the individual must vacate it.

Reservation Instructions

- Rooms in Bauer Hall, Knight Hall, and Knight Center (first floor only) are reserved through the Graduate Programs Office.
- Reservations for the current day are displayed on the monitor outside each Knight Hall/Bauer Hall group study room. Reservations will also display on the GO WUSTL calendar of the student who has made the reservation on behalf of the group. First-floor Knight Center study rooms are not equipped with a monitor outside of the room, but reservations will appear on the GO WUSTL calendar of the student who made the reservation.
- Reservations may be made up to two weeks in advance. Any reservations made in advance of two weeks will be charged a fee.
- Reservations are limited to a period of two hours in length.

Room Usage Policies

- Room users are responsible for their personal property and should not leave items unattended. Olin Business School is not liable for loss or damage to personal property. Rooms cannot be reserved or held by placing personal belongings in them. Unattended items (e.g., backpacks, coats, laptops, binders) may be removed and taken to lost and found for safekeeping. Lost and found is located in the Undergraduate Office (Simon Hall) or in the Graduate Programs Office (Knight Hall and Bauer Hall).
- Rooms must be left clean and in good condition for the next users. Whiteboards must be erased and trash thrown away. "Do not erase" requests on the whiteboards will not be honored.

- Do not remove items from the group study rooms (e.g., chairs, markers, erasers, remotes).
- Should a room need to be cleaned or should an accident occur (e.g., a spilled beverage), students should email General Services immediately.
- Should audiovisual assistance be required, students should email General Services.
- Violation of these policies may result in suspension from room reservation and usage. Students should report all violation issues to their program office.

Graduation

Apply for Program Completion

Every candidate for a degree must apply for program completion via Workday. Deadlines vary depending on the anticipated graduation date, and students should reach out to their academic advisor if they do not know the deadline.

If the student is completing more than one degree program at Washington University, they must file a separate form for each degree program and provide all of the requested information.

Awards and Honors

Olin Business School awards are given to honor outstanding achievement. Recipients of the awards listed below are selected based on a variety of factors, and the selection process may include one or more of the following criteria: faculty vote, overall academic record, and course performance. Only students who complete the degree program are eligible for graduation awards.

- The Charles F. Knight Scholar Awards are presented to the top 7.5% of Flex MSF graduates. This distinction is based on cumulative GPA.
- The top 20% of Flex MSF graduates are invited to join the Beta Gamma Sigma business honor society. This distinction is based on cumulative GPA.

In addition, each cohort will select one faculty member to receive the Reid Teaching Award, and the faculty will select one outstanding graduate student for the graduating class.

Executive MBA Policies

Please review the sections below for more information about the Executive MBA program's policies.

Degree Completion

The Executive MBA requires the completion of 60 credit units, in a lockstep fashion, as part of a cohort.

Academic Policies

Academic Performance Standards

At the end of each semester, student academic performance is evaluated and must be maintained at a level consistent with the standards established by Olin.

- If a student receives an NP grade, they will be required to retake the course or to take a preapproved equivalent course in the Full-Time MBA or Flex MBA program. The student will not be able to graduate until completion of the makeup course.
- Any student with an NP grade or more than three LP grades will be placed on academic probation. The case will be considered by the Academic Review Committee, and the student may receive additional academic sanctions, up to and including academic dismissal.
- Any student earning more than one LP grade is encouraged to meet with their academic advisor to determine the underlying cause of the low grades and to develop a plan for improving performance.
- Students with more than 9 credits of LP grades are ineligible to graduate.

Attendance Expectation

Class attendance is mandatory for all EMBA students.

- Regardless of whether prior approval is received from a professor, a student who misses more than 25% of the class hours for the course will be considered to have missed the entire course. The student will be given an NP grade if they do not attend 75% of the course.
- If a student misses a course, they are required to make up the course with the next EMBA cohort.
- Students should work with the EMBA advising team to ensure they are enrolled in a makeup class. Graduation from the program will be delayed until completion of the makeup course.
- A student who misses more than two courses may be asked to begin with a new cohort.

All EMBA students are expected to attend class and to be prepared for active participation at each meeting.

- If students find themselves in a situation in which absence cannot be avoided, they may watch an online recording of a St. Louis-based class session, when available, through Canvas. Class recordings should, therefore, be considered a tool provided to aid learning when absences are unavoidable.
- Relative to the EMBA attendance policy, viewing recordings of missed class sessions is not considered a substitute for or equivalent to live classroom participation.

- All EMBA program recorded material is protected under the copyright laws of the United States. Therefore, all EMBA students will sign the policy statement, which will be kept on file until they graduate, indicating their understanding that class session recordings are the intellectual property of each individual instructor and, under United States copyright law, may not be copied or distributed without express written permission.

Degree Completion Time Limit

Students in the EMBA program must complete the degree within seven years of beginning the program.

Disengagement

A student is considered disengaged when they fail to attend class, do not respond to communications from faculty and/or staff, or have not completed the registration process for the next academic term. Advisors will attempt to contact the student by utilizing both the phone and email addresses on record with the school. If the student fails to respond to communication, does not register for their required academic course load, or is not in financial good standing by the add/drop date for the semester, the leave of absence will be initiated as soon as the Graduate Programs Office becomes aware.

If a student is placed on an administrative leave of absence in the middle of a semester, they remain responsible for the tuition charges according to the refund schedule. If the student fails to respond at the end of the leave term, the leave will be extended for one additional semester (excluding summer terms). At the end of two semesters on a leave of absence, if the student has not developed a plan to complete their curriculum with their academic advisor, the student will be administratively withdrawn from their graduate business program at Washington University. Summer terms are excluded for Full-Time MBA and SMP students but included for Executive MBA, Professional MBA, and online programs. If the student wishes to return to the program at a future date following their withdrawal, they will follow the application process for the program in the term they wish to start and be required to meet all admission requirements for the program.

Grading System

All Olin MBA programs utilize a Pass/No Pass grading system. As such, grade points are not assigned, and semester class rankings are not calculated. The Olin MBA grading system is as follows:

- HP (High Pass): Very good to excellent performance. This grade can be received by a maximum of 20% of MBA students enrolled in core courses and 25% in elective courses.
- P (Pass): Satisfactory performance
- LP (Low Pass): Minimum level of acceptable performance
- NP (No Pass): If a required course, the course must be repeated. Moreover, no credit is awarded.
- N (No Grade): The instructor has not yet entered a grade for the course.

- I (Incomplete): Extenuating circumstances preclude the satisfactory completion of coursework. The instructor is allowed to give a student a maximum of 60 days after the end of the semester to make up for incomplete work. After 60 days, the grade is automatically changed to No Pass.
- L (Successful Audit)
- Z (Unsuccessful Audit)

An N or I grade may be changed only by the instructor. The instructor may change a grade from N or I to another grade within 60 days of the completion of the course. Extensions of the 60-day limit require approval from the Vice Dean of Education.

Cap on the Number of MBA Students Receiving HP Grades

The basis for the cap on HPs in a course should only include MBA students and should be aggregated across all sections of a particular course that an instructor is teaching. For example, if an instructor teaches two sections of an elective course that consists of both MBAs and non-MBAs, and the total number of MBA students across both sections is 60, the instructor should assign no more than $60 \times 0.25 = 15$ HPs in total. All roundings can be done upward. For example, if an elective class has 45 students, since $45 \times 0.25 = 11.25$, the max HPs allowed are 12. Similarly, if an elective class only has three students, the instructor can still assign one of those students an HP even though that exceeds 25%.

Instructors must adhere to the HP limits described above. To help ensure compliance, deviations from the policy limits will be noted in the instructor's annual activity report and reported to the Vice Dean of Education and the instructor's Area Chair.

Leave of Absence

Students who need to take a leave of absence should discuss the process and implications with their academic advisor and Olin Financial Services.

Satisfactory Academic Progress

Federal aid recipients' academic progress will be evaluated on an annual basis by WashU Student Financial Services. Failure to meet the necessary criteria can result in the suspension of future aid eligibility, although students will be granted an opportunity to appeal. Graduate students are expected to achieve the minimum GPA requirements for their specific programs, in addition to meeting federal standards for cumulative pace and completion of their degree program within a prescribed number of attempted hours (grades of W, I, and NP will place a student in jeopardy of not meeting these standards). Please direct any questions about Satisfactory Academic Progress standards or the appeal process to olinfinancialservices@wustl.edu.

Transfer Credit

Transfer credits are not accepted for the EMBA program.

Professional Code of Conduct/Academic Integrity

Olin Business School is a community of individuals with diverse backgrounds and interests who share certain fundamental goals. Primary among these goals is the creation and maintenance of an atmosphere conducive to the learning and personal growth of everyone in the community.

Becoming a member of the Olin community is a privilege that brings certain responsibilities and expectations. The success of Olin in attaining its goals and maintaining its reputation of academic excellence depends on the willingness of its members, both collectively and individually, to meet their responsibilities. It is imperative that all individuals associated with Olin conduct themselves with the utmost integrity in all aspects of their lives, both on and off campus.

Plagiarism and other forms of cheating will not be tolerated. Where a student has violated the integrity of the academic community, an instructor may recommend that the student be brought before the Academic Review Committee. Please review *Integrity Matters* (PDF) for more information.

Courses and Registration

In the EMBA program, students complete courses in a lockstep fashion, and they will be registered by the Graduate Programs Office for all courses. Requesting changes to the course schedule will need to be communicated to the academic advisor, and the appropriate registration policies will need to be adhered to, depending upon the situation.

Tuition Refund Schedule

Note: This schedule may not apply if a student is dropping all courses or withdrawing from the program; students in these situations should consult with their Graduate Programs advisor.

Withdrawal Date	Refund
Within the first week of classes	100%
After the first week and before the end of the third week	75%
After the third week and before the end of the seventh week	50%
After the seventh week and before the end of the eighth week	25%
After the eighth week of classes	No refund or withdrawal

Withdrawal and Federal Loans

Regulations governing the return of Title IV funds (unsub and Graduate PLUS loans) require the school to determine the earned and unearned portions of disbursed loans as of the date the student ceased attendance. Students who are considering a withdrawal from any or all coursework should contact the Olin Financial Services team to understand the implications for their current student loan amount and the impacts on their grace period.

Graduation

Awards and Honors

Graduating EMBA students will be considered for graduation with honors and asked to join the Beta Gamma Sigma National Business Honor Society if they rank in the top 20% of their graduating class. The rankings are based on the number of High Pass credit units earned within the EMBA curriculum.

Intent to Graduate

Every candidate for a degree must indicate their intent to graduate by filing an Intent to Graduate form via Workday in late December for May graduates and in early October for December graduates. Failure to complete the Intent to Graduate form by the respective deadline will result in failure to post the student's degree during the semester in which they complete their program.

Specialized Master's Program Policies

Please review the sections below for more information about the Specialized Master's Program policies.

Degree Completion

Each of the Specialized Master's Programs follows a unique curriculum that spans two or three semesters and that requires 30 to 39 credits to complete. Once a student has met all requirements to complete their degree program, they may not extend their enrollment to future semesters in that academic program.

Academic Policies

Academic Performance Standards

The cumulative academic performance of a student is evaluated at the end of each semester to determine continuation eligibility. All attempted and completed coursework will be reviewed. If a student's cumulative or program GPA falls below 3.0, their record will be brought to the Academic Review Committee for review. If the student remains enrolled, their record will be reviewed at the end of each term.

Students are expected to maintain a cumulative and program GPA of 3.0 in all coursework to remain in good standing and to remain eligible for degree completion.

Students in the Specialized Master's Programs must achieve at least a 1.0 by the end of the semester to avoid suspension.

Academic Review Committee

The Academic Review Committee (ARC) is composed of the Vice Dean of Education, at least three additional full-time faculty members, and a representative from Olin's Graduate Programs Office (typically the Assistant Dean of Academic Advising). This committee convenes twice each academic year (generally one to three weeks after the end of the Fall and Spring semesters) to review the academic standing of Olin's graduate students. Based on academic performance and/or progress toward degree completion, the ARC may remove a student from academic probation, place a student on probation, issue a suspension, or dismiss a student from the program. The Graduate Programs Office will communicate probation, suspension, and dismissal decisions to the affected student's WashU email address.

Appeal Procedures

A student may appeal a suspension or dismissal imposed by the ARC to the Dean or the Dean's designee. Decisions of the ARC that do not involve a suspension or dismissal are not appealable. A student may appeal within seven calendar days of the decision being emailed to the student. To initiate an appeal, the student must email both the Graduate Programs Office (GPO) and the Vice Dean of Education a formal appeal letter (the relevant GPO and Vice Dean email addresses will be included in the decision letter emailed to the student). The formal appeal letter must be included as a separate email attachment that contains the following information:

- The name of the student filing the appeal and their student number
- The ARC decision that is being appealed
- The reasons why the original ARC decision should be reconsidered
- All documentation and information to support the appeal

The Dean (or the Dean's designee) will typically issue a decision regarding the appeal within 14 days of the request. The Dean's decisions on appeals are final and communicated to the student via their WashU email address.

Attendance Expectation

Olin's Specialized Master's Programs require in-person attendance as a mandatory component of their educational experience. Students must attend courses in person for the duration of each semester of enrollment. Exceptions for short-term extenuating circumstances should be directed to the faculty for each course.

Degree Completion Time Limit

Students in Specialized Masters Programs must complete the degree within seven years of beginning the program.

Disengagement

A student is considered disengaged when they fail to attend class, do not respond to communications from faculty and/or staff, or have not completed the registration process for the next academic term. Advisors will attempt to contact the student by utilizing both the phone and email addresses on record with the school. If the student fails to respond to communication, does not register in their required academic course load, or is not in good financial standing by the add/drop date of the semester, the leave of absence will be initiated as soon as the Graduate Programs Office becomes aware.

If a student is placed on an administrative Leave of Absence in the middle of a semester, they remain responsible for the tuition charges according to the refund schedule. If the student fails to respond at the end of the leave term, the leave will be extended for one additional semester (excluding summer terms). At the end of two semesters on a leave of absence, if the student has not developed a plan to complete their curriculum with their academic advisor, the student will be administratively withdrawn from their graduate business program at Washington University. Summer terms are excluded for Full-Time MBA and SMP students but included for Executive MBA, Flex MBA, and online programs. If the student wishes to return to the program at a future date following their withdrawal, they will follow the application process for the program in the term they wish to start and be required to meet all admission requirements for the program.

Dual and Second Degrees

Concurrent Dual SMP Degrees

Students can apply for a second SMP program during the first two semesters of their first SMP degree program. Students should speak with their academic advisor before applying for a second degree. Taking two dual SMP degrees (completing the degrees at the same time) allows students to share up to 9 credits. Adding a three-

semester degree would add at least two additional semesters to degree completion. If the second degree only requires two semesters to complete, students can potentially meet degree completion requirements in one additional semester.

Second SMP Degree After First SMP Degree Completion

Students can apply for a second degree, which they would begin after finishing their first SMP degree. These students can share up to 6 credits between the two degrees. It may be possible to shorten the second degree by one semester. Students interested in pursuing a second SMP degree should first meet with their academic advisor.

Dual MBA + SMP Degrees

Students admitted to the Full-Time MBA and one of the full-time Specialized Master's Programs (SMPs) at Olin Business School can pursue a dual degree format.

Full-Time MBA students are encouraged to apply to and enroll in the chosen SMP during their first year. SMP students who wish to add an MBA degree need to apply in their first or second semester. Dual-degree students can share up to 15 credits between the two programs. This can shorten the time needed to complete both programs. The total number of credits required will vary depending on the selected SMP degree program. Students should consult with their academic advisors for clarification of degree requirements.

Dual Undergraduate Degree + SMP Degree

Students interested in starting their SMP degree while still completing their undergraduate degree should speak with both their undergraduate advisor and a graduate advisor first. Although the completion of undergraduate coursework could result in requirement waivers, credits cannot be shared between undergraduate and graduate degrees.

Full-Time Enrollment Requirement Policy

Students admitted to a full-time academic program are expected to maintain full-time enrollment status throughout the duration of their studies. Full-time status is defined by the minimum credit units established by the program and the university for each academic term.

Students may not enroll on a part-time basis while actively pursuing a full-time program, except under the limited circumstances outlined below:

Approved Exceptions

Final Semester

Students in their final term of study may enroll in fewer than the required full-time credit hours if they need fewer credits to complete their degree requirements.

Approved Leave of Absence

Students who are unable to maintain full-time enrollment due to documented circumstances may request an official Leave of Absence in accordance with University policy.

Other Approved Academic or Administrative Circumstances

In rare cases, exceptions may be granted with prior approval from the appropriate academic authority (e.g., Academic Dean or Graduate Programs Office).

Note: Students must receive formal approval in advance for any exception to full-time enrollment requirements. Failure to maintain full-time status without an approved exception may result in termination from the program or other administrative action, which may include impacts on academic standing, financial aid eligibility, or (for international students) visa status.

Grade Changes

A non-disciplinary grade may be changed only by the professor in whose course the grade was initially given. A faculty member may change a grade from an N or I to a letter grade provided that the work is made up within 60 days of the completion of the course. Exceptions to the 60-day limit must be discussed with the Assistant Dean and Director of Graduate Programs Student Affairs.

Students who fail a required course must retake the course. Students may choose to retake failed elective courses but are not required to do so. Students will not earn the course credit required for program completion for failed courses.

Upon passing completion of a retaken course as a result of failure due to a lack of academic proficiency, a student's transcript will show an R next to the grade earned for the initial course, indicating that it has been retaken, and a letter grade for the second attempt of the course. Only the grade earned during the retaken attempt of the course, whether better or worse, will affect the student's cumulative GPA.

Upon passing completion of a retaken course as a result of failure due to an academic integrity violation, a student's transcript will show the grade for each taking of the course. The grades earned during both the initial and the retaken attempts of the course will affect the student's cumulative GPA.

Students are not allowed to retake courses in which they have not earned a failing grade. However, if a student is in their final semester of coursework and has a GPA below a 3.0, they will be granted an exception to retake courses in which they received a grade of C or lower.

A student with a personal or medical emergency may submit a graduate programs petition to their academic advisor.

Grade and Course Policy Disputes

WashU Olin has a formal policy and process regarding Academic Grievances (i.e., concerns that students have regarding the academic policies, grading, or procedures in a given course). The policy and process unfold as follows:

1. *Attempt to resolve the dispute directly with the faculty member.* Disagreements often have roots in misunderstandings or communication gaps. Clearly raising concerns with the instructor usually provides a clear path for remedying the issue.
2. *Consult the academic advisor for guidance and perspective.* Academic advisors have a wealth of experience and a broad perspective across Olin's courses and faculty members. They are often able to counsel students on whether the academic concern is warranted and/or suggest steps that the student might take to work with the faculty member to address the issue.
3. *Submit a Formal Academic Grievance.* If the issue remains unresolved after the first two steps, the student may then submit a Formal Academic Grievance. To do so, they should complete the Formal Academic Grievance form and provide all of the required information. If any information is missing, their grievance will be denied. Moreover, all concerns regarding a particular course must be included in the submission. Attempts to submit subsequent additional grievances about the same course by the same student will be denied.
4. *Review by the Vice Dean for Education.* Once the full complaint is submitted, it will be reviewed by the Vice Dean. At this point, the Vice Dean will decide whether 1) the grievance merits a full review; or 2) whether the grievance is fully resolved by Olin's existing policies.
5. *Review by a Member of the Academic Grievance Committee.* If the Vice Dean determines that a full review is warranted, a member of Olin's Standing Academic Grievance Committee — which the Vice Dean for Education chairs — will be assigned to investigate and adjudicate the case. This impartial third party will review documentation, interview relevant parties, examine Olin's documented policies, and render a decision regarding the merits of the academic grievance. This decision is final unless the student identifies and documents a breach of the protocol delineated here or factual errors in the decision. Appeals related to a breach of protocol or factual errors should be submitted to the Vice Dean for Education, whose decision on academic grievances is final.

Grading System

Please refer to the instructor or syllabus for each course to determine how letter grades will be assigned.

The following grades are used in calculating the grade point average:

Grade	Points per Unit
A or A+	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3
C	2.0
C-	1.7
D+	1.3
D	1.0
D-	0.7
F	0.0

The following grades and notations are ignored in calculating the grade point average:

Grade/Notation	Value
P	Pass
F	Fail
I	Coursework incomplete; final grade pending
W	Withdrawal
R	Retaken course
L	Successful audit
Z	Unsuccessful audit
N	No grade submitted; final grade pending

An I (for incomplete work) may be given if extenuating circumstances preclude the satisfactory completion of coursework during the semester in which a particular course is taken. With permission of the instructor, students have up to 60 days after the final exam period to make up for incomplete work. After 60 days, the grade is automatically changed to an F.

A grade of N indicates that the professor has not yet turned in a grade.

In most cases, required courses must be taken for a letter grade to count toward the degree requirements. Each program/track may have exceptions. Students should speak with their academic advisors before taking any courses with the Pass/No Pass or audit grading method.

If the student believes a grade was submitted in error, they should first contact the professor for the course. If the professor is unable to explain the unreported grade, the student should contact their academic advisor.

Leave of Absence (LOA)

Students who need to take an LOA should discuss the process and implications with their academic advisor and Olin Financial Services.

Voluntary LOA

A student may request an LOA for academic or personal reasons by filling out the form linked on Time Away page of the Office of the University Registrar website. Requests for LOAs must be approved by the Assistant Dean for Academic Advising.

LOA Impact on Financial Aid

Students who are receiving financial assistance should consult with the Olin Financial Aid Office to determine the implications of an LOA for their financial aid.

Reporting Concerns About a Program or Other Non-Academic Matters

Washington University and Olin Business School are dedicated to maintaining the highest ethical and professional standards of conduct, which they see as essential to their mission of promoting learning. To uphold these standards, the university and business school depend on each community member's ethical behavior, honesty, integrity, and good judgment. Every community member should respect others' rights, and each is accountable for their own actions.

Students with concerns regarding their general program or other nonacademic matters that fall outside the academic policies, grading, or procedures in a given course (including but not limited to unprofessional behavior, the learning environment, abusive or offensive language and/or behavior, and actions that compromise the ethical and safe environment of the classroom) — whether by faculty, staff, or fellow students — are first encouraged, depending on the severity of the alleged behavior, to share their concerns and seek resolution with the individuals involved. If a student is not comfortable with this approach or if the issue persists after attempting resolution, they should next seek guidance from their advisor, and, if necessary, the senior associate dean of their academic program.

Finally, students with unresolved non-academic grievances may seek assistance from the school's faculty-student mediator, the Vice Dean of Education. Details for using a faculty-student mediator can be found on Washington University's Grievance Policy and Procedures for Allegations by Undergraduate Students. Please note that Olin follows this process for all students, notwithstanding the reference to undergraduate students. The mediator will make a brief written record of the student's grievance, including the names of the parties; the nature of the concern and grievance; the responsive explanation of the involved faculty, staff member(s), or student(s); and the resolution

of the case. In processing any grievance, the mediator will strive to protect, to the greatest extent possible, the confidentiality of the grievance, but complete confidentiality cannot be guaranteed in every instance.

If a student's claim involves discrimination or harassment, they may pursue the above procedures and/or file a formal complaint pursuant to the university's Policy on Discrimination and Harassment. This process may lead to a formal hearing at which evidence will be considered and witnesses heard.

For incidents of bias, students also have the option of submitting a report through the Bias Report and Support System (BRSS).

Satisfactory Academic Progress

Federal aid recipients' academic progress will be evaluated on an annual basis by Washington University Student Financial Services. Failure to meet the necessary criteria can result in the suspension of future aid eligibility, although students will be granted an opportunity to appeal. Graduate students are expected to maintain good academic standing for their specific programs in addition to meeting federal standards for cumulative pace and completion of their degree program within a prescribed number of attempted hours (grades of W, I, and F will place a student in jeopardy of not meeting these standards). Please direct any questions about Satisfactory Academic Progress standards or the appeal process to olinfinancialservices@wustl.edu.

SMP Program/Concentration Changes

Current students may apply to transfer from one SMP to another. Each SMP requires a unique transfer application: admission and enrollment in one SMP does not guarantee transfer into another SMP. Transfer into a new SMP results in the discontinuation of enrollment in the previous SMP. Credits previously taken may or may not transfer and contribute toward the completion of the new SMP. Program transfer may result in changes to the total time enrolled and cost to complete the degree.

Transfer applications must be received before the end of fall mini-A of the student's first semester. After this date, students are required to reapply through the Graduate Admissions Office. Students may be admitted to their new program for the following academic year.

Transfer Credit

As many as 6 units of transfer credit may be accepted toward Washington University SMP degree requirements, provided that the prior coursework meets the following criteria:

- The credits were taken at the graduate level.
- It can be demonstrated (e.g., by course syllabi) that the coursework taken is comparable in content (for required courses) or acceptable in quality (for elective courses) to Washington University courses.

- A grade of B or better was achieved in the coursework for which transfer credit is requested.
- The credits were completed within seven years of the student's anticipated graduation date.

Students seeking the acceptance of transfer credit should follow the instructions to Request Transfer Credit in Workday. Requests are reviewed by Academic Directors and processed by the Graduate Programs Office.

No more than 6 total credits of required SMP courses can be waived and/or transferred.

Professional Code of Conduct/Academic Integrity

Olin Business School is a community of individuals with diverse backgrounds and interests who share certain fundamental goals. Primary among these goals is the creation and maintenance of an atmosphere conducive to the learning and personal growth of everyone in the community.

Becoming a member of the Olin community is a privilege that brings certain responsibilities and expectations. The success of Olin in attaining its goals and maintaining its reputation of academic excellence depends on the willingness of its members, both collectively and individually, to meet their responsibilities. All individuals associated with Olin must conduct themselves with the utmost integrity in all aspects of their lives, both on and off campus.

Plagiarism and other forms of cheating will not be tolerated. Where a student has violated the integrity of the academic community, an instructor may recommend that the student be brought before the Academic Review Committee. Please review Olin's Academic Integrity website for more information.

Courses and Registration

The Graduate Programs Office works with the Olin Registrar's Office to register students for their foundations courses and the first semester of coursework. Each semester thereafter, students perform their own registration via Workday. Students are required to meet with their academic advisor to obtain authorization for registration.

Adding a Course

Students may add a course to their registration during specified periods at the beginning of each term; please refer to the Olin Graduate Programs Academic Calendar. A faculty member's signature is not required to add a class, but students may need the approval of an academic advisor if they are in their first semester.

Short courses or weekend courses may be added to the student's registration until 24 hours before the course begins, unless otherwise specified by the course instructor.

Auditing a Course

Students wishing to audit a course must first speak with the professor of the course to determine if auditing is an option and, if so, to learn the specific requirements for a successful audit. If approval is granted, the student should send the email approval to their academic advisor, who will work with the Olin Registrar's Office to change the grading option of the course to A.

- Audited courses do not apply to the credits required to graduate, but they do apply to the maximum credits allowed each semester without paying additional tuition.
- Audited courses are listed on student transcripts. A grade of L is given for a successful audit, and a grade of Z is given for an unsuccessful audit.
- Audited courses do not meet prerequisite requirements. If a student has audited a particular prerequisite for a course, the student will need the instructor's permission to enroll in that course.

Course Waivers

Course waivers are intended to allow students to avoid the redundant study of subjects already mastered. They do not reduce the number of credits required to earn the degree. Waiver request forms can be obtained from the student's academic advisor.

No more than 6 total credits of required SMP courses can be waived and/or transferred.

Note: For Olin undergraduates beginning a graduate program, equivalent course waivers are not subject to the cap of 6 credits.

Coursework in Other Divisions

Olin Business School recognizes that students may wish to take coursework in other divisions in order to achieve an individualized education. Students who wish to do so should meet with their academic advisor and follow the guidance outlined below:

- For non-Olin graduate courses that are not included in the program curriculum but that will count toward degree credits, approval by the program's Academic Director and the course instructor are required.
- For non-Olin graduate courses that will not count toward degree credits, approval by the course instructor is required.
- SMP students are not eligible to enroll in courses offered by Olin at the 1000 to 4000 levels (undergraduate courses), the 6000 level (online courses), or the 7000 level (Executive MBA courses).

- SMP students are generally not permitted to take courses offered by Olin at the 8000 level (doctoral courses). Exceptions can only be made with approval by the program's Academic Director and the course instructor.
- Students must be in good academic standing.

Dropping or Withdrawing From a Course

Students may drop or withdraw from courses during specified periods during the registration period and term as listed in the Olin Graduate Programs Academic Calendar. Graduate Programs Office approval is not needed for students who are dropping or withdrawing from a course during the period specified by the academic calendar, unless the student is in their first semester. It is recommended that students speak with their advisors before dropping a course.

Before the first day of a short course or weekend course, students may drop the course unless the instructor indicates otherwise.

Dropping a course will leave no record of the enrollment on the student's transcript. Withdrawing from a course will keep the enrollment on the transcript with a W grade. A withdrawn course will still count toward a student's overall credit cap. The student's GPA will not be impacted.

Independent Study

Independent study under the direction of a faculty member is available on a selective basis. The purpose of independent study is to provide an opportunity for students to pursue subject matter beyond the specific course offerings found in the school. Independent study is not viewed as a vehicle for getting credit for something in which the student may already be involved (e.g., a job, a project in another course). It is an opportunity for the student to obtain more in-depth exposure to an area of interest under the supervision and direction of a faculty member.

Typically, a student will discuss with a particular faculty member the possibility of receiving supervision on an independent study research project. Projects may receive anywhere from 1.5 to 6 academic credits, but normally no more than 3 credits may be granted in any one semester. Students may apply a maximum of 6 units of independent study credit toward their degree requirements.

Once a project is agreed upon between the student and the professor, the student must submit an Independent Study form to the academic advisor for evaluation and approval. The petition should outline the topics to be covered, the texts or other research material to be used, and the research methodology to be employed. Students must be in good academic standing to be approved for independent study.

Semester Credit Cap

Each semester, SMP students can enroll in a maximum of 18 credits in the fall and spring semesters. If a semester credit cap is exceeded, the student will be charged additional tuition based on their program's calculated credit rate. This rate is calculated by dividing the total

program tuition cost (assuming no annual tuition increases) by the total number of credits required for degree completion. For intra-Olin dual degree candidates, the rate used is the lesser of the two program rate calculations. A student with extenuating circumstances may petition the Graduate Programs Office to exceed the stated semester credit cap without incurring additional tuition charges.

SMP students are generally not allowed to enroll in summer courses, with the exception of the internship course.

Tuition and Financial Information

For helpful information about Olin Financial Services, including the Tuition Refund Schedule, please visit the Financial Information page (p. 162) of this *Bulletin*.

Note: This schedule may not apply if a student is dropping all courses or withdrawing from their program. Questions should be directed to the student's academic advisor.

Withdrawal and Federal Loans

Regulations governing the return of Title IV funds (unsub and Graduate PLUS loans) require the school to determine the earned and unearned portions of disbursed loans as of the date the student ceased attendance. Students who are considering a withdrawal from any or all coursework should contact the Olin Financial Services team to understand the implications for their current student loan amount and the impacts on their grace period.

Curricular Practical Training (CPT)

CPT is work that is a part of a structured program offered in the SMP curriculum. Examples of CPT at Olin include summer internships and internships during the final semesters of the program.

- Students must get approval from Olin, enroll in the CPT-approved course, and then obtain approval from the Office for International Students and Scholars (OISS).
- Typically, students must complete one academic year (both fall and spring semesters) before becoming eligible for CPT.
- There are a few exceptions in which a student may be allowed to use CPT in their second semester. Potential candidates for CPT consideration in the second semester are evaluated on a case-by-case basis, subject to minimum academic requirements (3.5 GPA), a credit maximum of 15 credits (apart from the CPT course), and prior approval of the student's academic advisor and career coach.

Enrolling in CPT

After a student has accepted an offer of paid or unpaid employment, they must follow these instructions:

1. Report the offer to the Career Center.
2. Request that the company mail or email an offer letter on company letterhead to the student.
 - a. Status: Part-time work is considered up to 20 hours/week. Full-time work is considered 21 or more hours/week. Students are permitted to work part-time during the academic year (fall and spring semesters), but they can work part-time or full-time during the summer semester or the final semester if enrolled in fewer than 10 credits.
 - b. Length of internship: Minimum one month for full-time internships, or six weeks for part-time internships.
 - c. Term dates: Consult the Washington University Academic Calendar.
3. Complete the internship registration survey, including the CPT application form and offer letter, which can be accessed in the Graduate Programs Office or by contacting their academic advisor.
4. The student will be enrolled in MGT 5515 Internship, Business and Application for the appropriate term.
 - a. Credit units = 1.5; grading method = Pass/No Pass
 - b. **Note:** Students will not be charged tuition by the credit unit for this 1.5-credit course during the summer term.
 - c. If students complete MGT 5515 in a spring or fall semester, the 1.5 credits will count toward their semester total.
 - d. This course is tied to semester dates. Therefore, if employment extends beyond one semester, this entire process must be repeated before the new semester begins. Semester term dates can be found in the Washington University Academic Calendar.
 - e. Deliverables for MGT 5515 must be completed for the student to successfully pass the course.
5. OISS will issue the student a new I-20 based on the offer letter's dates of employment. These must fall within the semester dates listed above.
6. Receive the new I-20 from OISS before starting the internship. The new I-20s will be ready three to five business days after the completed CPT application form has been received by OISS. The entire process, after the submission of the offer letter, will take three to seven business days. *Students will need to present the I-20 to their employer on their first day of work and should not begin work until the process is complete.*

Other Olin Policies

Group Study Room Policies and Reservations

The primary purpose of the Olin Business School group study rooms is to provide a space for Olin students and clients to engage in collaborative and cooperative study in small groups. The following policies exist to ensure that Olin students and clients have priority use of the rooms, the rooms are appropriately maintained, and clear expectations are in place.

- Group study rooms in Bauer Hall and Knight Hall may be reserved only by Olin Business School degree candidates and only via the online reservation system. Students not enrolled in Olin Business School degree programs may not reserve these rooms.
- Group study rooms in Simon Hall may not be reserved. They are subject to the policies below, as applicable.
- Group study rooms in the Kopolow Business Library, located in Simon Hall, may be reserved by any WashU student. Students should visit the library's front desk for information.
- Charles F. Knight Executive Education & Conference Center group study rooms (located on the second floor of the Knight Center) are strictly for the use of Olin Executive Education students and clients. Olin undergraduate and non-Executive Education graduate students may not use Knight Executive Education & Conference Center group study rooms under any circumstances. Knight Center group study rooms located on the first floor are available as noted below.
- Rooms are primarily intended for group use. A group is defined as two or more users engaged in collaborative study. Individuals engaged in simultaneous individual study are not considered a group.

Bauer Hall/Knight Hall

- Group rooms may not be reserved for individual student use.
- An individual may use an unoccupied or unreserved room. However, should a group need the room, the individual must vacate it. One group member must reserve the room using the online system at that time and before informing the individual that they must vacate it.
- If no more than one individual representing a group reservation is present 15 minutes or more after the reservation start time, the reservation is considered forfeited, and the room may be used by another group during the time that the forfeited group had reserved it.

Simon Hall and the First Floor of the Knight Center

- An online reservation system is not currently in place for the group study rooms in Simon Hall and on the first floor of Knight Center. An individual may use an unoccupied room. However, should a group wish to use the room, the individual must vacate it.

Reservation Instructions

- Rooms in Bauer Hall, Knight Hall, and Knight Center (first floor only) are reserved through the Graduate Programs Office.
- Reservations for the current day are displayed on the monitor outside each Knight Hall/Bauer Hall group study room. Reservations will also display on the GO WUSTL calendar of the student who has made the reservation on behalf of the group. First-floor Knight Center study rooms are not equipped with a monitor outside of the room, but reservations will appear on the GO WUSTL calendar of the student who made the reservation.
- Reservations may be made up to two weeks in advance. Any reservations made in advance of two weeks will be charged a fee.
- Reservations are limited to a period of two hours in length.
- Maximum occupancy should be noted before making a reservation. The group size should not exceed the maximum.

Room Usage Policies

- Room users are responsible for their personal property and should not leave items unattended. Olin Business School is not liable for loss or damage to personal property. Rooms cannot be reserved or held by placing personal belongings in them. Unattended items (e.g., backpacks, coats, laptops, binders) may be removed and taken to lost and found for safekeeping. Lost and found is located in the Undergraduate Office (Simon Hall) or in the Graduate Programs Office (Knight Hall and Bauer Hall).
- Rooms must be left clean and in good condition for the next users. Whiteboards must be erased and trash thrown away. "Do not erase" requests on the whiteboards will not be honored.
- Do not remove items from the group study rooms (e.g., chairs, markers, erasers, remotes).
- Should a room need to be cleaned or should an accident occur (e.g., a spilled beverage), students should email General Services (services@olin.wustl.edu) immediately.
- Should audiovisual assistance be required, students should email General Services.
- Violation of these policies may result in suspension from room reservation and usage. Students should report all violations to their program office.

Graduation

Apply for Program Completion

Every candidate for a degree must apply for program completion via Workday. Deadlines vary depending on the anticipated graduation date, and students should reach out to their academic advisor if they do not know the deadline.

If the student is completing more than one degree program at Washington University, they must file a separate form for each degree program and provide all of the requested information.

Awards and Honors

Olin Business School awards are given to honor outstanding achievement. Recipients of the awards listed below are selected based on a variety of factors, and the selection process may include one or more of the following criteria: faculty vote, overall academic record, and course performance.

- The *Charles F. Knight Scholar Awards* are presented to the top 7.5% of SMP graduates in each program. This distinction is based on cumulative GPA.
- The top 20% of SMP graduates in each program are invited to join the *Beta Gamma Sigma* business honor society. This distinction is based on cumulative GPA.

In addition, each cohort will select one faculty member to receive the *Reid Teaching Award*, and the faculty of each program will select one outstanding student of the year for that program.

Online Specialized Master's Program Policies

Please review the sections below for more information about the Online Specialized Master's Program policies.

Degree Completion

Olin's Online Specialized Master's Programs (OSMP) are comprised of three progressive steps. The completion of each step confers a credential: a Graduate Certificate, an Advanced Graduate Certificate, and the Master of Science degree. The rules that govern these credentials are identified below. Applicants may apply to the degree option or to the Graduate Certificate. Assuming satisfactory academic progress, Graduate Certificate recipients may proceed to the Advanced Graduate Certificate step and, ultimately, to degree completion.

Master of Science in Business Analytics

33 total credits are required for degree completion.

- Step 1: Graduate Certificate: The Online Master of Science in Business Analytics Graduate Certificate requires completion of 10.5 credits over two semesters.
- Step 2: Advanced Graduate Certificate: The Online Master of Science in Business Analytics Advanced Graduate Certificate requires completion of an additional 12 credits over two semesters.
- Step 3: Online Master of Science in Business Analytics degree: The Online Master of Science in Business Analytics degree requires completion of an additional 10.5 credits over two semesters.

Academic Policies

Academic Performance Standards

A student with either a failing grade in a required course or who does not maintain both a cumulative GPA and a program GPA of 3.0 is not considered to be in good academic standing and cannot graduate. To restore good academic standing, a student must repeat required courses in which they received a failing grade. In a student's final semester, required and non-required courses with a grade of C or lower can be repeated to improve the grade and restore good academic standing. (When calculating a student's GPA, the grade in a repeated course replaces the original course grade, even if it is not an improvement, except for cases in which an academic integrity violation contributed to lowering the original course grade. In that latter situation, both the original grade and the new course grade will count toward the student's GPA.)

The Graduate Programs Office evaluates each student's cumulative academic performance at the end of each semester to determine continuation eligibility. All attempted and completed coursework is reviewed. When a student is found not to be in good academic standing, they are placed on academic probation, and their record is brought to the Academic Review Committee for review, which might result in additional academic sanctions, including dismissal.

Academic probation typically imposes student-specific limits and requirements designed to help the student restore good academic standing. Common examples include limits on the number of credits a student can enroll in, requirements to retake a required course, or requirements to meet with an academic advisor. Academic probation also serves as a notice to the student that they are no longer in good academic standing. Moreover, failure to meet the conditions of the academic probation can result in subsequent suspension or, in cases of more severe academic underperformance, dismissal from the program.

At the end of each semester, the Academic Review Committee will review each student who was already on academic probation and who was enrolled during the semester. The Academic Review Committee can do one of the following: 1) remove the student from academic probation if the student has made satisfactory academic progress; 2) recommend continued probation and update student-specific conditions for removal from academic probation; or 3) suspend or dismiss the student from the program. Students returning from suspension are automatically placed on probation.

Academic Review Committee

The Academic Review Committee (ARC) is composed of the Vice Dean of Education, at least three additional full-time faculty members, and a representative from Olin's Graduate Programs Office (typically the Assistant Dean of Academic Advising). This committee convenes twice each academic year (generally one to three weeks after the end of the Fall and Spring semesters) to review the academic standing of Olin's

graduate students. Based on academic performance and/or progress toward degree completion, the ARC may remove a student from academic probation, place a student on probation, issue a suspension, or dismiss a student from the program. The Graduate Programs Office will communicate probation, suspension, and dismissal decisions to the affected student's WashU email address.

Students should refer to the Academic Policies of their specific program to understand the requirements to remain in good academic standing.

Appeal Procedures

A student may appeal a suspension or dismissal imposed by the ARC to the Dean or the Dean's designee. Decisions of the ARC that do not involve a suspension or dismissal are not appealable. A student may appeal within seven calendar days of the decision being emailed to the student. To initiate an appeal, the student must email both the Graduate Programs Office (GPO) and the Vice Dean of Education a formal appeal letter (the relevant GPO and Vice Dean email addresses will be included in the decision letter emailed to the student). The formal appeal letter must be included as a separate email attachment that contains the following information:

- The name of the student filing the appeal and their student number
- The ARC decision that is being appealed
- The reasons why the original ARC decision should be reconsidered
- All documentation and information to support the appeal

The Dean (or the Dean's designee) will typically issue a decision regarding the appeal within 14 days of the request. The Dean's decisions on appeals are final and communicated to the student via their WashU email address.

Degree Completion Time Limit

Students in the OSMP program must complete the degree within seven years of beginning the program.

Disengagement

A student is considered disengaged when they fail to attend class, do not respond to communications from faculty and/or staff, or have not completed the registration process for the next academic term. Advisors will attempt to contact the student by utilizing both the phone and email addresses on record with the School. If the student fails to respond to communication, does not register for their required academic course load, or is not in good financial standing by the add/drop date of the semester, a leave of absence will be initiated by the Graduate Programs Office.

If a student is placed on an administrative leave of absence in the middle of a semester, they remain responsible for the tuition charges according to the refund schedule. If the student fails to respond at the end of the leave term, the leave will be extended for one additional semester. At the end of two semesters on a leave of absence, if the student has not developed a plan to complete their curriculum with

their academic advisor, the student will be administratively withdrawn from their graduate business program at Washington University. For the purposes of leave extension, summer terms are excluded for Full-Time MBA and SMP students but included for Executive MBA, Flex MBA, and Online SMP. If the student wishes to return to the program at a future date following their withdrawal, they will follow the application process for the program in the term they wish to start and be required to meet all admission requirements for the program.

Grade Changes

A non-disciplinary grade may be changed only by the professor in whose course the grade was initially given. A faculty member may change a grade from an N or I to a letter grade providing that the work is made up within 60 days of the completion of the course. Exceptions to the 60-day limit must be discussed with the Assistant Dean and Director of Graduate Programs Student Affairs.

Students who fail a required course must retake the course. Students may choose to retake failed elective courses but are not required to do so. Students will not earn the course credit required for program completion for failed courses.

Upon passing completion of a retaken course as a result of failure due to a lack of academic proficiency, a student's transcript will show an R next to the grade earned for the initial course, indicating that it has been retaken, and a letter grade for the second attempt of the course. Only the grade earned during the retaken attempt of the course, whether better or worse, will affect the student's cumulative GPA.

Upon passing completion of a retaken course as a result of failure due to an academic integrity violation, a student's transcript will show the grade for each taking of the course. The grades earned during both the initial and the retaken attempts of the course will affect the student's cumulative GPA.

Students are not allowed to retake courses in which they have not earned a failing grade. However, if a student is in their final semester of coursework and has a GPA below a 3.0, they will be granted an exception to retake courses in which they received a grade of C or lower.

A student with a personal or medical emergency may submit a graduate programs petition to their academic advisor.

Grade and Course Policy Disputes

WashU Olin has a formal policy and process regarding Academic Grievances, which involve concerns that students have regarding the academic policies, grading, or procedures in a given course. The policy and process unfolds as follows:

1. *The student attempts to resolve the dispute directly with the faculty member.* Disagreements often have roots in misunderstandings or communication gaps. Clearly raising concerns with the instructor usually provides a clear path for remedying the issue.



2. *The student consults their academic advisor for guidance and perspective.* Academic advisors have a wealth of experience and a broad perspective across Olin's courses and faculty members. They are often able to counsel students on whether the academic concern is warranted and/or to suggest steps that the student might take to work with the faculty member to address the issue.
3. *The student submits a Formal Academic Grievance.* If the issue remains unresolved after the first two steps, the student may then submit a Formal Academic Grievance by completing a form and providing all of the required information. If any information is missing, the grievance will be denied. Moreover, all concerns regarding a particular course must be included in the student's submission. Attempts to submit subsequent additional grievances about the same course by the same student will be denied.
4. *The Formal Academic Grievance is reviewed by the Vice Dean for Education.* Once the student's full complaint is submitted, it will be reviewed by the Vice Dean. At this point, the Vice Dean will decide whether 1) the grievance merits a full review; or 2) the grievance is fully resolved by Olin's existing policies.
5. *The Formal Academic Grievance is reviewed by a member of the Academic Grievance Committee.* If the Vice Dean determines that a full review is warranted, a member of Olin's Standing Academic Grievance Committee — which the Vice Dean for Education chairs — will be assigned to investigate and adjudicate the case. This impartial third party will review documentation, interview relevant parties, examine Olin's documented policies, and render a decision regarding the merits of the academic grievance. This decision is final unless the student identifies and documents a breach of the protocol delineated here or factual errors in the decision. Appeals related to a breach of protocol or factual errors should be submitted to the Vice Dean for Education, whose decision on academic grievances is final.

Grading System

Please refer to the instructor or syllabus for each course to determine how letter grades will be assigned.

- The following grades are used in calculating the grade point average:

Grade	Points per Unit
A or A+	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3
C	2.0
C-	1.7
D+	1.3
D	1.0
D-	0.7
F	0.0

- The following grades and notations are ignored in calculating the grade point average:

Grade/Notation	Value
P	Pass
F	Fail
I	Coursework incomplete; final grade pending
W	Withdrawal
R	Retaken course
L	Successful audit
Z	Unsuccessful audit
N	No grade submitted; final grade pending

- An I (for incomplete work) may be given if extenuating circumstances preclude the satisfactory completion of coursework during the semester in which a particular course is taken. With permission of the instructor, students have 60 days after the final exam in which to make up incomplete work. After 60 days, the grade is automatically changed to F.
- A grade of N indicates that the professor has not yet turned in a grade.
- In most cases, required courses must be taken for a letter grade to count toward the degree requirements. Each program/track may have exceptions. Students should speak with their academic advisors before taking any courses with the Pass/No Pass or audit grading method.

If a student believes a grade was submitted in error, they should first contact the professor for the course. If the professor is unable to provide an explanation for the grade in question, the student should contact their academic advisor.

Leave of Absence (LOA)

Students who need to take an LOA should discuss the process and implications with their academic advisor and Olin Financial Services.

Voluntary LOA

A student may request an LOA for academic or personal reasons by filling out the form linked on the Time Away page of the University Registrar's website. Requests for LOAs must be approved by the Assistant Dean for Academic Advising.

LOA Impact on Financial Aid

Students receiving financial aid should be advised that at the end of 60 days or more LOA, the grace period for loan repayment during an LOA may be exhausted. In such cases, there will be an obligation for the student to start making payments. According to the federal rules under which loans are made, the use of a grace period during an LOA will

generally mean that the schedule for loan repayment may be changed. Students who are receiving financial assistance should consult with Olin Financial Services to determine the implications of an LOA for their financial aid.

Reporting Concerns About a Program or Other Non-Academic Matters

Washington University and Olin Business School are dedicated to maintaining the highest ethical and professional standards of conduct, which they see as essential to their mission of promoting learning. To uphold these standards, the university and the business school depend on each community member's ethical behavior, honesty, integrity, and good judgment. Every community member should respect others' rights, and each is accountable for their own actions.

Students with concerns regarding their general program or other nonacademic matters that fall outside of the academic policies, grading, or procedures in a given course (including but not limited to unprofessional behavior, the learning environment, abusive or offensive language and/or behavior, and actions that compromise the ethical and safe environment of the classroom) — whether by faculty, staff, or fellow students — are first encouraged, depending on the severity of the alleged behavior, to share their concerns and seek resolution with the individuals involved. If a student is not comfortable with this approach or the issue persists after attempting resolution, they should next seek guidance from their advisor and, if necessary, the senior associate dean of their academic program.

Finally, students with unresolved non-academic grievances may seek assistance from the school's Faculty-Student Mediator, the Vice Dean of Education. Details for using a faculty-student mediator can be found on the Claims by Undergraduate Students Against Faculty page of the WashU website. Please note that Olin follows this process for all students, notwithstanding the reference to undergraduate students. The mediator will make a brief written record of the student's grievance, including the names of the parties; the nature of the concern and grievance; the responsive explanation of the involved faculty, staff member(s), or student(s); and the resolution of the case. In processing any grievance, the mediator will strive to protect, to the greatest extent possible, the confidentiality of the grievance, but complete confidentiality cannot be guaranteed in every instance.

If a student's claim involves discrimination or harassment, they may pursue the above procedures and/or file a formal complaint pursuant to the university's policy on Discrimination and Harassment. This process may lead to a formal hearing at which evidence will be considered and witnesses heard.

For incidents of bias, students also have the option of submitting a report through the Bias Report & Support System (BRSS).

Recordings and Remote Attendance Accommodations

- Students requesting absence from class on an ad hoc basis with advance notice (i.e., at least 48 hours before class) may request an absence and receive a recording of the class up to two times during full semester courses and one time during a mini course. If the course already has arrangements made to be live-streamed via Zoom, students who have requested an absence should receive access to the live-stream link in addition to the recording.
- Accommodations for requests made on short notice (i.e., 48 hours before the class session) or other ad hoc remote attendance requests will be at the discretion of the instructor.

Satisfactory Academic Progress

Federal aid recipients' academic progress will be evaluated on an annual basis by WashU Student Financial Services. Failure to meet the necessary criteria can result in the suspension of future aid eligibility, although students will be granted an opportunity to appeal. Graduate students are expected to maintain good academic standing for their specific programs in addition to meeting federal standards for cumulative pace and completion of their degree program within a prescribed number of attempted hours (grades of W, I, and F will place a student in jeopardy of not meeting these standards). Please direct any questions about Satisfactory Academic Progress standards or the appeal process to olinfinancialservices@wustl.edu.

Transfer Credit

As many as 6 units of transfer credit may be accepted toward Washington University OSMP degree requirements provided that the prior coursework meets the following criteria:

- The credits were taken at the graduate level.
- It can be demonstrated (e.g., by course syllabi) that the coursework taken is comparable in content (for required courses) or acceptable in quality (for elective courses) to Washington University courses.
- A grade of B or better was achieved in the coursework for which transfer credit is requested.
- The credits were completed within seven years of the student's anticipated graduation date.

Students seeking the acceptance of transfer credit should complete the Credit Transfer Request Form, which requires a transcript and course syllabi. Forms are reviewed by Academic Directors and processed by the Graduate Programs Office.



Professional Code of Conduct/Academic Integrity

Olin Business School is a community of individuals with diverse backgrounds and interests who share certain fundamental goals. Primary among these goals is the creation and maintenance of an atmosphere conducive to the learning and personal growth of everyone in the community.

Becoming a member of the Olin community is a privilege that brings certain responsibilities and expectations. The success of Olin in attaining its goals and maintaining its reputation of academic excellence depends on the willingness of its members, both collectively and individually, to meet their responsibilities. It is imperative that all individuals associated with Olin conduct themselves with the utmost integrity in all aspects of their life, both on and off campus.

Plagiarism and other forms of cheating will not be tolerated. Where a student has violated the integrity of the academic community, an instructor may recommend that the student be brought before the Academic Review Committee. Please review Olin's Academic Integrity website for more information.

Course Registration

In the online certificate and degree programs, students complete courses in a lockstep fashion, and they will be registered by their academic advisors for all courses. Requesting changes to the course schedule will need to be communicated to the academic advisor and the appropriate registration policies adhered to, depending upon the situation.

Adding a Course

Advisors may add a course to a student's schedule only during specified periods at the beginning of each term; please refer to the Olin Graduate Programs Academic Calendar. A faculty member's signature is not required to add a class but a student may need approval of an academic advisor if they are in their first semester.

Auditing a Course

Students wishing to audit a course must first speak with the professor of the course to determine if auditing is an option and, if so, to learn the specific requirements for a successful audit. If approval is granted, the student should send the email approval to their academic advisor, who will work with the Olin Registrar's Office to change the grading option of the course to A.

- Audited courses do not apply to the credits required to graduate, but they do apply to the maximum credits allowed each semester without paying additional tuition.
- Audited courses are listed on student transcripts. A grade of L is given for a successful audit, and a grade of Z is given for an unsuccessful audit.
- Audited courses do not meet prerequisite requirements. If a student has audited a particular prerequisite for a course, they will need instructor permission to enroll in that course.

Course Waivers

Course waivers are intended to allow students to avoid the redundant study of subjects already mastered. They do not reduce the number of credits required to earn the degree. Waiver request forms can be obtained from the student's academic advisor.

Dropping or Withdrawing from a Course

Within the first three weeks of a full semester course, it is possible to drop the course. Because the online certificate and degree programs are completed in a lockstep fashion, a student hoping to withdraw from a course should contact their academic advisor and Olin Financial Services to fully discuss academic progress and the financial implications related to course withdrawal. Students who maintain enrollment beyond the drop deadline have accepted responsibility for completion of the course.

If extenuating health or other circumstances lead to a need for the student to drop after the drop deadline, a petition detailing the particular circumstances may be filed with the Graduate Programs Office. If a student's petition to drop a course past the deadline is approved, the student's grade will be W.

Semester Credit Cap

All OSMP offerings (certificates and degrees) are lock-step in nature. In other words, the curriculum is set with no opportunity for variation except in instances of course waivers. Therefore, exact semester credit caps are predetermined. Students may only exceed the semester credit cap in rare circumstances, and exceptions must be approved by the Graduate Programs Office. If a semester credit cap is exceeded, the student will be charged additional tuition based on their program's calculated credit rate. This rate is calculated by dividing the total program tuition cost (assuming no annual tuition increases) by the total number of credits required for degree completion.

Tuition and Financial Information

For helpful information about Olin Financial Services, including the Tuition Refund Schedule, please visit the Financial Information page (p. 162) of this *Bulletin*.

Note: This schedule may not apply if a student is dropping all courses or withdrawing from their program. Questions should be directed to the student's academic advisor.

Withdrawal and Federal Loans

Regulations governing the return of Title IV funds (unsub and Graduate PLUS loans) require the school to determine the earned and unearned portions of disbursed loans as of the date the student ceased attendance. Students who are considering a withdrawal from any or all coursework should contact the Olin Financial Services team in order to understand the implications for their current student loan amount and the impacts on their grace period.

Graduation

Apply for Program Completion

Every candidate for a degree must apply for program completion via Workday. Deadlines vary depending on anticipated graduation date and students should reach out to their Academic Advisor if they do not know the deadline.

If the student is completing more than one degree program at Washington University, they must file a separate form for each degree program and provide all of the requested information.

Recognition Ceremonies

Interested online certificate and degree students who are completing the program will be invited to attend an in-person graduation ceremony to commemorate their completion of the program.

Awards and Honors

Olin Business School awards are given to honor outstanding achievement. Recipients of the awards listed below are selected based on a variety of factors, and the selection process may include one or more of the following criteria: faculty vote, overall academic record, and course performance.

- The *Charles F. Knight Scholar Awards* are presented to the top 7.5% of graduates in each degree program. This distinction is based on cumulative GPA.
- The top 20% of graduates in each degree program are invited to join the Beta Gamma Sigma business honor society. This distinction is based on cumulative GPA.

Master's Program Financial Information

Tuition and Fees (2026-27)

Programs listed below operate on a flat-tuition, program-rate basis, with the exception of the Flex MBA and Online Master of Science (OMS) programs, which operate on a cost-per-credit-hour basis. Program acceleration does not decrease overall program tuition costs for flat-rate programs. In these instances, all remaining program tuition will be paid in the final semester within which a student is enrolled. Students enrolling in credit hours beyond the maximum allowed per semester or extending enrollment past their expected graduation term are subject to additional per-credit tuition charges. *This rate is calculated by dividing the total program tuition cost (assuming no annual tuition increases) by the total number of credits required for degree completion. For intra-Olin dual degree candidates, the rate used is the lesser of the two program rate calculations.* Tuition rates and fees are subject to annual increases.

Program	Tuition per Semester	Fees Assessed per Semester
MBA Programs:		
Full-Time MBA (four semesters standard)	\$36,350	Program: \$900, Student Government: \$130, Health & Wellness: \$350
Flex MBA (semesters to completion varies)	\$1,700 per credit	Program: \$300
Executive MBA (five semesters)	\$26,683	Miscellaneous Program: \$2,550, Course Material: \$667
Specialized Master's Programs:		
Master of Accounting (two semesters)	\$29,140	Program: \$900, Student Government: \$100, Health & Wellness: \$350
Master of Accounting (three semesters)	\$29,140	Program: \$900, Student Government: \$100, Health & Wellness: \$350
Master of Finance - Corporate (two semesters)	\$40,750	Program: \$900, Student Government: \$100, Health & Wellness: \$350



Master of Finance - Quantitative (three semesters)	\$34,300	Program: \$900, Student Government: \$100, Health & Wellness: \$350
Master of Finance - Wealth & Asset Management (three semesters)	\$34,300	Program: \$900, Student Government: \$100, Health & Wellness: \$350
Master of Supply Chain Management (two semesters)	\$42,000	Program: \$900, Student Government: \$100, Health & Wellness: \$350
Master of Supply Chain Management (three semesters)	\$28,000	Program: \$900, Student Government: \$100, Health & Wellness: \$350
Master of Science in Business Analytics (three semesters)	\$33,933	Program: \$900, Student Government: \$100, Health & Wellness: \$350
Master of Wealth Management (two semesters)	\$30,000	Program: \$900, Student Government: \$100, Health & Wellness: \$350
Master of Business of Sport (three semesters)	\$21,000	Program: \$900, Student Government: \$100, Health & Wellness: \$350
Master of Science in AI (two semesters)	\$30,000	Program: \$900, Student Government: \$100, Health & Wellness: \$350
Online Master of Science in Business Analytics	\$1,526 per credit	Program: \$300
• Online Business Analytics Graduate Certificate	\$1,526 per credit	Program: \$300
• Online Business Analytics Advanced Graduate Certificate	\$1,526 per credit	Program: \$300
Online Master of Science in Finance	\$1,678 per credit	Program: \$300
• Online Finance Graduate Certificate	\$1,678 per credit	Program: \$300

• Online Finance Advanced Graduate Certificate	\$1,678 per credit	Program: \$300
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Health Insurance

Full-time students at Washington University are required to carry health insurance. Full-time graduate students on the Danforth Campus are automatically enrolled in (and billed for) the basic health insurance policy. If proof of comparable coverage is provided, then a student may be able to waive the policy. International graduate students are not eligible to waive out of the insurance plan. There are also options for spouse or family coverage at an additional cost. To review the plans and details concerning the waiver process, please visit the Student Health Insurance page of the Washington University Student Affairs website.

Tuition Refunds

Students who are considering a withdrawal from their program should consult with their academic advisor. To officially withdraw, a written notification must be provided. Students who withdraw after a term is underway ordinarily receive a tuition refund as follows, based on the last day of class attendance:

Control and Refund Dates

Deadline	Regular	8-Week Session 1	8-Week Session 2
Last day to add/wait and drop to receive a 100% refund	Start of semester + 14 days	Start of Mini A + 7 days	Start of Mini B + 7 days
Last day to change grade option	Start of semester + 21 days	Start of Mini A + 14 days	Start of Mini B + 14 days
Last day to receive a 50% refund	Start of semester + 21 days	Start of Mini A + 14 days	Start of Mini B + 14 days
Last day to receive a 25% refund	Start of semester + 28 days	N/A	N/A
No refunds given after	Start of semester + 28 days	Start of Mini A + 14 days	Start of Mini B + 14 days
Last day to withdraw from courses	Start of semester + 81 days	Start of Mini A + 21 days	Start of Mini B + 21 days

To view these dates for a specific semester, please visit the Academic Calendar page of the Office of the University Registrar website.

Employer Tuition Reimbursement and Sponsorship

Many employers provide full or partial tuition assistance to employees who are pursuing graduate studies. Some employers will allow Washington University to bill them directly, while others expect the student to front the costs and receive reimbursement after the successful completion of coursework. Students should contact their organization's human resources department for specifics regarding the amount of support offered as well as the process for securing those benefits. Olin Graduate Financial Services — along with their colleagues in Student Accounting — can assist students with understanding the university's process and how it aligns with the requirements of different companies.

Financial Aid

The Olin Graduate Financial Services team can help students understand their eligibility for federal and/or private loan options and explain the loan application process. Current federal loan terms and a private loan research tool can be found on the Student Loan Options page of the Olin Financial Services website.

Contact: Olin Graduate Financial Services
Email: olinfinancialservices@wustl.edu
Website: <https://sites.wustl.edu/olinfinancialservices/>

Master's Program Exchange Programs

The Olin Full-Time MBA program provides students with the opportunity to enhance their global perspective through international study at one of our eight partner schools. Students have the option to study abroad for a semester, a mini-term, or a summer term at these world-class institutions.

Partner Schools

- Chinese University of Hong Kong — Ma Liu Shui, Hong Kong
- Hong Kong University of Science and Technology — Clear Water Bay, Hong Kong
- Indian Institute of Management Ahmedabad — Ahmedabad, India
- Indian Institute of Management Calcutta — Calcutta, India
- Otto Beisheim Graduate School of Management — Vallendar, Germany, or Düsseldorf, Germany

- S.P. Jain Institute of Management & Research — Mumbai, India
- Université Paris-Dauphine — Paris, France
- Yonsei University School of Business — Seoul, South Korea

Dual Degrees

The Olin Business School offers a number of dual degree programs in conjunction with other schools at Washington University:

Brown School

- MBA/MPH (Public Health) (p. 164)
- MBA/MSW (Social Work) (p. 165)

McKelvey School of Engineering

- MBA/MS-BME (Biomedical Engineering) (p. 165)
- MBA/MEEng-EECE (Energy, Environmental & Chemical Engineering) (p. 165)

Sam Fox School of Design & Visual Arts

- MBA/MArch (Architecture) (p. 165)

School of Law

- MBA/JD (Law) (p. 165)

School of Medicine

- MBA/MD (Medicine) (p. 166)

MPH/MBA

Students pursuing their Full-Time MBA degree at Olin are able to complete a preapproved Washington University dual degree with the Master of Public Health program.

MBA students pursuing a dual degree with the Master of Public Health program must complete a minimum of 52 credits in 5000-level MBA courses taught by faculty members of Olin Business School. These may include credits from an approved international exchange program. The remaining 15 credits required for completion of the MBA degree will be applied from the Master of Public Health degree program. More information about the Full-Time MBA degree requirements can be found on the Full-Time MBA page (p. 93) of this *Bulletin*.

Washington University dual degree candidates (e.g., MPH/MBA) are not eligible to simultaneously pursue an intra-Olin dual degree (e.g., MBA/MS in Business Analytics).

Students interested in pursuing a Washington University dual degree must apply and be admitted separately to each program.

Website: <https://olin.wustl.edu/EN-US/academic-programs/full-time-MBA/academics/joint-degrees/Pages/default.aspx>

MSW/MBA

Students pursuing their Full-Time MBA degree at Olin are able to complete a preapproved Washington University dual degree with the Master of Social Work program.

MBA students pursuing a dual degree with the Master of Social Work program must complete a minimum of 52 credits in 5000-level MBA courses taught by faculty members of Olin Business School. These may include credits from an approved international exchange program. The remaining 15 credits required for completion of the MBA degree will be applied from the Master of Social Work degree program. More information about the Full-Time MBA degree requirements can be found on the Full-Time MBA page (p. 93) of this *Bulletin*.

Washington University dual degree candidates (e.g., MSW/MBA) are not eligible to simultaneously pursue an intra-Olin dual degree (e.g., MBA/MS in Business Analytics).

Students interested in pursuing a Washington University dual degree must apply and be admitted separately to each program.

Website: <https://olin.wustl.edu/EN-US/academic-programs/full-time-MBA/academics/joint-degrees/Pages/default.aspx>

MBA/MS-BME

Students pursuing their Full-Time MBA degree at Olin are able to complete a preapproved Washington University dual degree with the MS-Biomedical Engineering program.

MBA students pursuing a Washington University dual degree with the MS-Biomedical Engineering program must complete a minimum of 52 credits in 5000-level MBA courses taught by faculty members of Olin Business School. These may include credits from an approved international exchange program. The remaining 15 credits required for completion of the MBA degree will be applied from the MS-Biomedical Engineering degree program. More information about the Full-Time MBA degree requirements can be found on the Full-Time MBA page (p. 93) of this *Bulletin*.

Washington University dual degree candidates (e.g., MBA/MS-BME) are not eligible to simultaneously pursue an intra-Olin dual degree (e.g., MBA/MS in Business Analytics).

Students interested in pursuing a Washington University dual degree must apply and be admitted separately to each program.

Website: <https://olin.wustl.edu/EN-US/academic-programs/full-time-MBA/academics/joint-degrees/Pages/default.aspx>

MEng-EECE/MBA

Students pursuing their Full-Time MBA degree at Olin are able to complete a preapproved Washington University dual degree with the Master of Engineering-EECE program.

MBA students pursuing a dual degree with the Master of Engineering-EECE program must complete a minimum of 52 credits in 5000-level MBA courses taught by faculty members of Olin Business School. These may include credits from an approved international exchange program. The remaining 15 credits required for completion of the MBA degree will be applied from the Master of Engineering-EECE degree program. More information about the Full-Time MBA degree requirements can be found on the Full-Time MBA page (p. 93) of this *Bulletin*.

Washington University dual degree candidates (e.g., MEng-EECE/MBA) are not eligible to simultaneously pursue an intra-Olin dual degree (e.g., MBA/MS in Business Analytics).

Students interested in pursuing a Washington University dual degree must apply and be admitted separately to each program.

Website: <https://olin.wustl.edu/EN-US/academic-programs/full-time-MBA/academics/joint-degrees/Pages/default.aspx>

MArch/MBA

Students pursuing their Full-Time MBA degree at Olin are able to complete a preapproved Washington University dual degree with the Master of Architecture program.

MBA students pursuing a dual degree with the Master of Architecture program must complete a minimum of 52 credits in 500-level MBA courses taught by faculty members of Olin Business School. These may include credits from an approved international exchange program. The remaining 15 credits required for completion of the MBA degree will be applied from the Master of Architecture degree program. More information about the Full-Time MBA degree requirements can be found on the Full-Time MBA page (p. 93) of this *Bulletin*.

Washington University dual degree candidates (e.g., MArch/MBA) are not eligible to simultaneously pursue an intra-Olin dual degree (e.g., MBA/MS in Business Analytics).

Students interested in pursuing a Washington University dual degree must apply and be admitted separately to each program.

Website: <https://olin.wustl.edu/EN-US/academic-programs/full-time-MBA/academics/joint-degrees/Pages/default.aspx>

JD/MBA

Students pursuing their Full-Time MBA degree at Olin are able to complete a preapproved Washington University dual degree with the JD program.

MBA students pursuing a dual degree with the JD program must complete a minimum of 52 credits in 500-level MBA courses taught by faculty members of Olin Business School. These may include credits from an approved international exchange program. The remaining 15 credits required for completion of the MBA degree will be applied from the JD degree program. More information about the Full-Time MBA degree requirements can be found on the Full-Time MBA page (p. 93) of this *Bulletin*.

Washington University dual degree candidates (e.g., JD/MBA) are not eligible to simultaneously pursue an intra-Olin dual degree (e.g., MBA/MS in Business Analytics).

Students interested in pursuing a Washington University dual degree must apply and be admitted separately to each program.

Website: <https://olin.wustl.edu/EN-US/academic-programs/full-time-MBA/academics/joint-degrees/Pages/default.aspx>

MD/MBA

Students pursuing their Full-Time MBA degree at Olin are able to complete a preapproved Washington University dual degree with the MD program.

MBA students pursuing a dual degree with the MD program must complete a minimum of 52 credits in 5000-level MBA courses taught by faculty members of Olin Business School. These may include credits from an approved international exchange program. The remaining 15 credits required for completion of the MBA degree will be applied from the MD degree program. More information about the Full-Time MBA degree requirements can be found on the Full-Time MBA page (p. 93) of this *Bulletin*.

Washington University dual degree candidates (e.g., MD/MBA) are not eligible to simultaneously pursue an intra-Olin dual degree (e.g., MBA/MS in Business Analytics).

Students interested in pursuing a Washington University dual degree must apply and be admitted separately to each program.

Website: <https://olin.wustl.edu/EN-US/academic-programs/full-time-MBA/academics/joint-degrees/Pages/default.aspx>

Doctoral Degrees

Olin Business School offers two doctoral programs: the Doctor of Business Administration (DBA) program and the PhD program. Detailed information can be found by visiting the appropriate pages of this *Bulletin* as well as the Olin website:

- DBA Program (p. 166) / DBA Program on the Olin website
- PhD Program (p. 169) / PhD Program on the Olin website

Doctor of Business Administration (DBA)

The Olin Business School Doctor of Business Administration (DBA) degree program offers a collaborative atmosphere centered on industry-relevant applied research in finance, marketing or supply chain, operations, and technology. This advanced graduate program crosses traditional boundaries and provides students with the opportunity — under the guidance of Washington University faculty — for structured course work along with focused independent scholarly reading and research on important issues relating to business.

The Olin DBA program is a 72-credit-unit doctoral degree designed for individuals with a serious interest in finance, marketing, or supply chain and operations-related research who wish to pursue graduate study. The finance DBA program is available in a full-time format only. The marketing and supply chain, operations, and technology programs may be pursued full-time or part-time. A DBA is an advanced graduate degree that differs from a traditional PhD and extends beyond the fundamental foundation of a master's degree to develop the necessary skills to conduct applied research. A DBA differs from a master's degree and a PhD in a number of ways, including the scope of study, the approach to research, and essentially the definitive outcome.

The Olin DBA is a practitioner's doctoral degree designed to meet the needs of the researching professional rather than the professional researcher. While a PhD is intended for those who wish to pursue research careers in academia, a DBA involves extended graduate study beyond a master's degree for those who wish to pursue careers in corporations, consulting firms or government agencies that can benefit from advanced research skills for the analysis of business problems. The research capabilities developed in the DBA programs for finance and marketing are of a more applied nature, with more immediate real-world applicability than the typical research pursued in a PhD program. Unlike a PhD program, the DBA program is aimed at those who are working in industry and who may continue to work during their enrollment in the program.

Website: <https://olin.washu.edu/programs/doctoral/>

Degree Requirements

The completion of the DBA program requires 72 credit units of graduate coursework. In addition, DBA students must maintain satisfactory academic progress; pass examinations and paper requirements; and write, submit and defend a doctoral thesis. All students are expected to finish the program within four years on a full-time basis or within five to six years on a part-time basis.



Required studies include coursework and a written doctoral thesis as follows for the marketing and operations, supply chain, and operations programs:

- 48 credit units for coursework
- 24 credit units for a doctoral thesis

The DBA in finance program includes required coursework, electives, and research courses:

- 24 credit units for required coursework
- 33 credit units for elective coursework
- 9 credit units for research coursework
- 6 credit units for dissertation

Qualifying Exams

Comprehensive field examinations should be completed within six months of the conclusion of required coursework (normally within two to three years). The examination committee will be composed of the faculty advisor and two other faculty members.

Doctoral Thesis

After completing the DBA coursework and passing the qualifying exams, the student will begin research for their doctoral thesis. A DBA student will prepare their thesis proposal in consultation with their faculty advisor and with the approval of the research advisory committee and the program director. The completed doctoral thesis will be defended in an oral presentation to the advisory committee. The committee will assign either a passing grade or a failing grade, or they may ask for revisions to be made so that the student may receive a passing grade.

Curriculum

DBA in Finance

The curriculum includes foundation courses, required courses, and elective courses.

Required Courses (24 credits)

Code	Title	Units
FIN 8620	Empirical Methods in Finance	3
FIN 8642	Advanced Continuous Time Finance	1.5
FIN 8643	Information Economics & Corporate Finance Theory	3
FIN 8652	Introduction to Asset Pricing	1.5
FIN 8654	Empirical Methods in Asset Pricing	1.5
FIN 8655	Introduction to Corporate Finance	1.5
MEC 8610	Microeconomics I	3
MEC 8615	Microeconomics II	3

MGT 8805	AI and Machine Learning Business Applications - Part A	3
MGT 8806	AI and Machine Learning Business Applications - Part B	3
Total Units		24

Elective Courses (minimum 33 credits)

Students may take any other graduate-level (5000 and above) course as an elective with the approval of the Doctoral Programs Office and the course instructor.

Code	Title	Units
CSE 4102	Introduction to Artificial Intelligence	3
CSE 5105	Bayesian Methods in Machine Learning	3
CSE 5140	Data Mining	3
CSE 5170	Machine Learning	3
CSE 5410	Advanced Algorithms	3
DAT 5370	Data Analysis, Forecasting & Risk Analysis	3
DAT 5550	Machine Learning Tools for Prediction of Business Outcomes	3
DAT 5561	Introduction to Python and Data Science	3
DAT 5562	Text Mining	1.5
DAT 5563	Data Visualization for Business Insights	1.5
DAT 5564	Database Design and SQL	1.5
DAT 5565	Deep Learning for Prediction of Business Outcomes	1.5
DAT 5566	Big Data and Cloud Computing	1.5
DAT 5567	Prescriptive Analytics	1.5
DAT 5571	Introduction to Cybersecurity	1.5
ESE 5130	Large-Scale Optimization for Data Science	3
FIN 5380	Stochastic Foundations for Finance	1.5
FIN 5390	Mathematical Finance	1.5
FIN 5506	Fintech: Methods and Practice	3
INFO 5558	Applications of Deep Neural Networks	3
MEC 8625	Industrial Organizational I	1.5
MEC 8626	Industrial Organization II	1.5
MGT 8620	Empirical Methods in Business	3
MKT 5569	A/B Testing in Business and Social Science	3
MKT 8675	Empirical Methods in Structural Modeling	1.5

Research Courses (9 credits)

Code	Title	Units
FIN 5999	Research Practicum	3
FIN 8615	Research in Finance 1 (two semesters)	3
FIN 8616	Research in Finance II (two semesters)	3
Total Units		9

DBA in Marketing

Quantitative Track

Required Courses (24 credits)

Depending on their knowledge of quantitative methods in marketing, students may request to replace the above required courses with more advanced graduate-level courses. Faculty approval is required.

Code	Title	Units
MGT 8201	Empirical Methods in Business Part A	3
MGT 8621	Empirical Methods in Business Part B	3
MKT 5002	AI Driven Customer Analytics	3
MKT 5550	Data Analysis for Brand Management	1.5
MKT 5551	Analytics Driven Brand Management	1.5
MKT 5710	Marketing Research I	1.5
MKT 5711	Advanced Marketing Research	1.5
MKT 5770	Marketing Strategy	3
MKT 7710	Marketing Management	3
MKT 8679	Directed Readings in Marketing	3
Total Units		24

Elective Courses (minimum 24 credits)

Students may take other graduate-level (5000 and above) courses as electives with the approval of the faculty and the instructors of the specific courses.

Code	Title	Units
ECON 8110	Applied Econometrics	3
ECON 8140	Advanced Quantitative Methods in Economics	3
MATH 5110	Experimental Design	3
MEC 8625	Industrial Organizational I	1.5
MEC 8626	Industrial Organization II	1.5
MEC 8670	Seminar in Econometrics	3
MKT 8601	Consumer Behavior I	3
MKT 8602	Consumer Behavior II	1.5
MKT 8673	Analytical Modeling in Marketing	1.5
MKT 8674	Judgment and Decision Making	3
MKT 8675	Empirical Methods in Structural Modeling	1.5
MKT 8679	Directed Readings in Marketing	3
POLSCI 5063	Causal Inference	3

Consumer Behavior Track

Required Courses (21 credits)

Depending on their knowledge of quantitative methods in marketing, students may request to replace the above required courses with more advanced graduate-level courses. Faculty approval is required.

Code	Title	Units
MGT 8660	Seminar On Presentation Skills	1.5
MKT 5710	Marketing Research I	1.5
MKT 5711	Advanced Marketing Research	1.5
MKT 5760	Understanding and Influencing Consumer Behavior	1.5
MKT 8601	Consumer Behavior I	1.5
MKT 8602	Consumer Behavior II	1.5
MKT 8679	Directed Readings in Marketing	6
PSYCH 8066	Quantitative Methods I	3
PSYCH 8067	Quantitative Methods II	3
Total Units		21

Elective Courses (minimum 27 credits)

Students may take other graduate-level (5000 and above) courses as electives with the approval of the faculty and the instructors of the specific courses.

Code	Title	Units
MGT 2010	Management Communication	4
MGT 5330	Effective Managerial Communication	1.5
MKT 5003	Digital Marketing	1.5
MKT 5200	Creating and Building Brand Equity	1.5
MKT 5580	Pricing Strategies	1.5
MKT 5590	Creating & Managing Innovative New Products	1.5
MKT 5770	Marketing Strategy	3
MKT 8674	Judgment and Decision Making	3
PSYCH 5030	Seminar: Experimental Social Psychology	3
PSYCH 5453	Introduction to Affective Science	3
PSYCH 5958	Emotion Regulation	3
PSYCH 8011	Research Designs and Methods	3
PSYCH 8012	Selected Topics in Design and Statistics	3
PSYCH 8160	Applied Multivariate Analysis	3



DBA in Supply Chain, Operations, and Technology

Required Courses (48 credits)

Students may take other graduate-level (5000 and above) courses as electives with the approval of the faculty and the instructors of the specific courses.

Code	Title	Units
MGT 8201	Empirical Methods in Business Part A	3
MGT 8621	Empirical Methods in Business Part B	3
SCOT 5310	Supply Chain Finance	1.5
SCOT 5500	Project Management	3
SCOT 5501	Supply Chain Risk Management	1.5
SCOT 5580	Advanced Operations Strategy	3
SCOT 5704	Operations Management	3
SCOT 5721	Operations Analytics	3
SCOT 5760	Foundations of Supply Chain Management	1.5
SCOT 5770	Supply Chain Innovation and Technology	1.5
SCOT 7480	Data-Driven Decision Making: Analysis to Action	1.5
SCOT 8652	Theory and Research Methods in Inventory and Supply Chain Management	3
SCOT 8653	Stochastic Models for Production and Service Systems	3
SCOT 8654	Inventory & Supply Chain Management Theory and Research	3
SCOT 8656	Optimization Theory and Applications	1.5
SCOT 8657	Research Topics & Engineering Themes in Supply Chain & Revenue Mgt	3

Research Courses (24 credits)

Code	Title	Units
MGT 6010	Research Practicum	3
MGT 6898	Dissertation	12
SCOT 8999	Independent Study	9
Total Units		24

Doctor of Philosophy (PhD) in Business

Washington University's Olin Business School is one of the nation's leading research institutions, with a faculty whose research productivity consistently ranks among the highest in the business school community. Olin faculty members are recognized the world over for their important contributions to the creation of new knowledge, and they take great pride in their commitment to excellence in teaching.

Olin PhD students are guided by highly productive researchers who are among the nation's top scholars. Faculty work closely with students to help them hone their research skills, often building one-on-one mentoring relationships that include the co-authoring of research papers.

The development of strong problem-solving skills equips students to strategically address complex, unstructured business issues that result in innovative thinking and new ideas for research that have value to the academic community and application in the business world.

Olin's PhD program in business provides the following:

- A challenging core curriculum and a strong background in basic disciplines
- An emphasis on collaborative relationships between faculty and students, which enhances the educational process and the search for the student's first faculty appointment
- Personalized advising for the successful completion of PhD program requirements and for a customized course of study that fits the student's particular area of interest
- A collegial network built on mutual respect and a shared school of thought
- A competitive edge in the business education market

Website: <https://olin.washu.edu/programs/doctoral/>

Degree Requirements

PhD in Business Administration

PhD students must complete 36 credit units; maintain satisfactory academic progress; pass certain examinations; fulfill residence and teaching requirements; and write, defend and submit a dissertation.

Upon the successful completion of study, the student is awarded a PhD from Washington University in St. Louis.

Core Foundation

- A strong foundation in microeconomics or psychology, probability and statistics, and quantitative methods
- Exposure to the student's area of specialization and the required research tools
- Successful completion of the core exam

Specialization

- Courses in one or more areas of study
- In-depth knowledge in the chosen field
- Active association with the research process through faculty mentoring
- Completion of the field exam

Research

- Participation with faculty in research activities
- Research paper presentation
- Individual research pursuing a specialized topic of interest
- Preparation and defense of the dissertation

Mentored Experience Implementation Plan

As part of their degree requirements, PhD students must complete a program-defined Mentored Experience Requirement (MER) as per these guidelines. The Mentored Experience Implementation Plan (MEIP) is the written articulation of a program-defined degree requirement for PhD students to engage in mentored teaching activities and/or mentored professional activities, collectively referred to as the *MER*.

Mentored Experience Requirement (MER)

Philosophy of Teaching

The Olin PhD program provides an intellectually challenging core curriculum and a strong background in fundamental disciplines; one-on-one mentoring relationships with highly respected faculty; and a collegial network built on mutual respect and shared thinking. Students acquire strong problem-solving skills that equip them to strategically address complex, unstructured business issues and that result in innovative thinking and new ideas for research.

Graduate students participating in mentored teaching experiences are highly valued members of the WashU Olin instructional team. The mentored teaching experience varies widely across subdisciplines.

Preparatory Engagement

Preparatory Engagement activities are those that represent an introduction to the foundational skills associated with teaching or communication. Pedagogical preparation engagement activities are normally completed before students are permitted to engage in assisting or teaching in a classroom.

Students must attend the two Preparatory Engagement activities listed here before engaging in their AI/MTE experiences. It is anticipated that students will complete the Preparatory Engagement activities during the first year of their doctoral program.

1. Attend the Graduate Student Mentored Teaching Orientation held by the Center for Teaching and Learning prior to the beginning of the second year of the doctoral program. Orientation is typically held once a year in August.
2. Formal Instructional/Teaching Experience: Participate in a teaching preparation seminar, instructional workshop, internship, or course that addresses course design and classroom facilitation. Students can find workshops through the Center for Teaching and Learning or the Graduate Center.

Mentored Teaching Experiences (MTEs)

Assistant in Instruction (AI)

An Assistant in Instruction (AI) is a PhD student who is directly engaged in the organization, instruction, and/or support of a semester-long course *primarily taught by a faculty member*. An AI receives mentorship from a faculty member related to best practices in classroom engagement, instruction in the field, interpersonal engagement, and other relevant skills. Students and mentors complete a mentorship plan prior to the start of each AI experience. To complete each AI assignment and to ensure that it applies toward their degree requirements, students must register for the appropriate course number for each semester of engagement. Refer to the "Required Pathways for Completion" section below for course numbers and details.

The AI/MTE experiences may include assisting faculty in the preparation, instruction, and grading of an undergraduate or graduate course; tutorial responsibilities; and monitoring the laboratory segment of an undergraduate course. Students are expected to spend an average of 10 hours per week in this role. AI/MTE students register for MGT 8010 Mentored Teaching Experience for 3 credits and take the course six or seven times during the course of their study.

To focus on coursework and acclimate to the program, first-year students do not participate in MTEs and are prohibited from accepting any other teaching or research assignments, including voluntary or paid positions.

Mentored Independent Teaching (MIT)

MIT is a semester-long experience for PhD students who engage as the primary instructor or co-instructor of a course *under the mentorship of a faculty member* as part of the MER. Students and mentors complete a mentorship plan prior to the start of each MIT experience. To complete each MIT assignment and to ensure that it applies toward their degree requirements, students must register for the appropriate course number (ASGS 8020 MTE - Mentored Independent Teaching Experience) for each semester of engagement. Refer to the "Required Pathways for Completion" section below for more details.

Students *may* independently teach, based on the discretion of their faculty mentor and graduate director, for one semester. Each MIT experience will count for 20 MER units.

Required Pathways for Completion

Students work with their faculty mentor and their Director of Graduate Studies to plan how and when they will complete their MER. Students register during the normal registration period for courses in accordance with one of these approved pathways.

- Preparatory Engagement

Pathway #1

MGT 8010	Take seven times
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Pathway #2

MGT 8010	Take five times
MGT 8020	Take one time

Doctoral Program Admissions

DBA Program

DBA Program Admissions

Candidates for admission must demonstrate a strong academic record, documented by academic transcripts, high GMAT/GRE scores, and recommendations. Candidates must also have strong writing and research potential, demonstrated in writing samples submitted with the application for admission. For the DBA in Finance program, candidates must have an earned Master's in Finance or a

comparable degree. The DBA in Marketing and the DBA in Supply Chain, Operations, and Technology are designed to extend the training received in a master's degree program; however, it is not a requirement for admission.

To be considered for admission into Olin's DBA program, applicants must submit the following:

1. A completed online application
2. Application fee
3. Three letters of recommendation
4. Scanned copies of transcripts of all prior undergraduate and graduate work (Master's of Finance or comparable degree required for the DBA in Finance program)
5. Scanned copies of the Graduate Management Admission Test (GMAT) or the Graduate Record Examination (GRE). The GMAT institution code for the doctorate in business is R4T-WG-14. The GRE institution code is 6929.
6. International students who do not possess a degree from an American university are required to submit a copy of the Test of English as a Foreign Language (TOEFL) score, IELTS score, or GATEWAY score.

In addition to the required application materials, applicants are evaluated on the strength and breadth of academic background, experience, ability to research, and aptitude.

DBA Application Deadline

The online application opens on September 1, with a deadline of March 1. Enrollment is for the fall semester only.

PhD Program

PhD Program Admissions

A successful academic background, research aptitude, intellectual curiosity, skills acquired in the basic disciplines (particularly economics, psychology, math, and statistics), passion for a chosen field, and an uncompromising work ethic are necessary for successful and timely completion of our program. Applicants are evaluated on the strength and breadth of their academic background, experience, ability to research, and aptitude.

Application Checklist

A complete online application should include the following:

- Scanned copies of transcripts from all colleges and universities attended (uploaded in the application)
- Scanned copies of GMAT score report (PDF uploaded in the application) or
- Scanned copies of GRE score report (PDF uploaded in the application)

- Scanned copies of TOEFL iBT, IELTS Academic, GATEWAY, or Duolingo English Test (DET) score reports (PDF uploaded in the application)
- Three letters of recommendation
- Essay questions (considered Statement of Purpose)
- Resume/CV
- Application fee paid online

Academic Background

Olin requires a bachelor's degree from an accredited university or college. Upload unofficial transcripts — one from each college-level institution attended. Scanned copies of transcripts may be too dark and difficult to read, so please adjust scanner settings accordingly. Photographs of transcripts are not acceptable. *If the transcript is in a language other than English, applicants must provide an official translation issued from the university or by a certified member of the American Translators Association.*

Applicants who have already graduated must show a transcript with the degree conferred and date unless a copy of their diploma/degree certificate is required. Official transcripts of all college-level work must be submitted to the program office upon admission to Olin Business School. Updates to transcripts after applications are submitted are not necessary and will not be uploaded by Olin.

High GMAT/GRE Test Score

Although there is no minimum score requirement, a good performance is weighted by the Admissions Committee. Successful applicants tend to have overall scores in the 90th percentile or higher. The GMAT institution code for the PhD in business is R4T-WG-45. The GRE institution code is 6929.

Successful TOEFL, IELTS, GATEWAY, or Duolingo Test Score

An English language test is required for all international students. The TOEFL iBT, IELTS Academic, GATEWAY, and Duolingo exams test the level of English as a foreign language. The average internet-based TOEFL score of admits is 105. The TOEFL institution code for Washington University in St. Louis is 6929.

Letters of Recommendation

We only accept three letters of recommendation. Recommenders may be either academic or professional; however, considerable weight is given to letters of recommendation from faculty members that highlight a candidate's research potential, past academic achievements, and a commitment to scholarly endeavor. Letters of recommendation are submitted online. We do not accept paper letters of recommendation. If this presents a problem, please contact the PhD program office by email.

Essay Questions (Statement of Purpose)

Applicants are asked to provide answers to the following questions:

- Why do you want to obtain a doctoral degree? (Please include what research interests you the most within your field of study.)
- Describe any experience you have in conducting or assisting in any research or teaching activities.
- Provide your own evaluations of your strengths and weaknesses in pursuing the PhD program at Olin.

Curriculum Vitae

All applicants are required to upload a copy of their CV or resume as part of the application process.

Writing Sample

Applicants may include a research paper or abstract (30-page maximum) with their application. A paper is not required for admission to Olin's PhD program. The paper should be uploaded within the online application.

Note: Papers submitted by mail or emailed PDFs will not be uploaded into the application; therefore, applicants should upload their papers during the application process. Revised versions of these papers will not be uploaded.

If there are technical difficulties with the paper upload, please contact the PhD program office by email (phdinfo@olin.wustl.edu). Applicants are encouraged to list this paper and any other papers they have on their resume with web links to these papers.

PhD Application Deadline

The online application opens on September 1 and closes on December 4 for enrollment the following fall semester.

Pre-Doctoral Research Fellowship

Pre-Doctoral Research Fellowship Admissions

Eligibility

This is a full-time, in-residence, non-degree program. Applicants must have a bachelor's degree (or complete one by the time the program starts) and be a U.S. citizen or permanent resident to be eligible to apply.

Washington University encourages and gives full consideration to all applicants for admission, financial aid, and employment. The university does not discriminate regarding access to or treatment or employment in its programs and activities on the basis of race, color, age, religion, sex, sexual orientation, gender identity or expression, national origin, veteran status, disability, or genetic information.

Application Checklist

A complete online application should include the following:

- Scanned copies of transcripts from all colleges and universities attended (uploaded in the application)
- Scanned copies of GMAT score report (PDF uploaded in the application)
- Scanned copies of GRE score report (PDF uploaded in the application)
- Two (2) letters of recommendation
- Statement of Purpose
- Resume/CV
- Application fee paid online

High GMAT/GRE Test Score

Although there is no minimum score requirement, a good performance is weighted by the Admissions Committee. Successful applicants tend to have overall scores in the 90th percentile or higher. The GMAT institution code for the PhD in business is R4T-WG-45. The GRE institution code is 6929.

Letters of Recommendation

We require two letters of recommendation. Recommenders may be either academic or professional; however, considerable weight is given to letters of recommendation from faculty members that highlight a candidate's research potential, past academic achievements, and a commitment to scholarly endeavor. Letters of recommendation are submitted online. We do not accept paper letters of recommendation. If this presents a problem, please contact us.

Statement of Purpose

Your statement of purpose should include details of why the applicant wants to pursue an academic career, any experience the student has conducting or assisting in any research or teaching activities, and their own evaluations of their strengths and weaknesses in pursuing the Pre-Doctoral Research Fellows program.

Curriculum Vitae

All applicants are required to upload a copy of their CV or resume as part of the application process.

Transcripts

Upload unofficial transcripts — one from each college-level institution attended. Scanned copies of transcripts may be too dark and difficult to read, so please adjust scanner settings accordingly. Photographs of transcripts are not acceptable. *If the transcript is in a language other than English, applicants must provide an official translation issued from the university or by a certified member of the American Translators Association.* Applicants who have already graduated must show a transcript with the degree conferred and the date unless a copy of their diploma/degree certificate is required. Official transcripts of all college-level work must be submitted to the program office upon admission to Olin Business School. Updates to transcripts after applications are submitted are not necessary and will not be uploaded by Olin.

Doctoral Program Policies

DBA Program

DBA Program Policies

Academics

Degree Requirements

DBA in Marketing and DBA in Supply Chain, Operations, and Technology

The DBA in Marketing and the DBA in Supply Chain, Operations, and Technology programs require 72 credit units of graduate coursework. In addition, DBA students must maintain satisfactory academic progress; must pass examinations and complete paper requirements; and must write, submit, and defend a doctoral thesis. All full-time students are expected to finish the program within four years; part-time students must finish the program within six years.

The program includes coursework and a written doctoral thesis, which are assigned the following credits:

- 48 credit units for required and elective coursework
- 12 credit units for independent study courses and additional directed reading courses
- 12 credit units for doctoral thesis work

Prerequisites and Admissions

To be admitted to the program, students must complete an undergraduate degree. Completion of a graduate degree is preferred. Admission to the program is selective, based on parameters used for screening for other graduate programs at Olin, including transcripts of prior studies, GRE/GMAT scores, recommendations, and prior work experience.

Accounting for Prior Studies

Students with relevant graduate-level degrees may be given credit toward a DBA degree based on their prior studies at the discretion of the program academic director. Specifically, the following amounts of credit may be counted:

- For students with other relevant master's degrees, up to 12 credits can be transferred.

DBA in Finance and Business Analytics

The DBA in Finance and Business Analytics is a three-year, full-time program that requires 72 credits of coursework. In addition, DBA students must maintain satisfactory academic progress; must pass examinations and complete paper requirements; and must write, submit, and defend a doctoral thesis.

The program includes coursework and a written doctoral thesis, which are assigned the following credits:

- 24 credit units for required coursework
- 33 credit units for elective coursework
- 9 credit units for research work (independent study or directed reading)
- 6 credit units for doctoral thesis

Prerequisites and Admissions

To be admitted to the program, students must complete a master's degree in finance or an equivalent qualification (MSFQ, MSFWAM, MSFC, or MSFTA). Admission to the program is selective, based on parameters used for screening for other graduate programs at Olin, including transcripts of prior studies, GRE/GMAT scores, recommendations, and prior work experience.

Additional Educational Opportunities

Teaching Citation

The optional Teaching Citation program requires attendance at non-credit workshops on teaching, varied teaching experiences, faculty and student evaluations, and preparation of a detailed teaching philosophy statement. Students interested in earning a Teaching Citation should schedule a preliminary consultation by calling 314-935-5921.

Satisfactory Academic Progress

Olin Business School monitors the academic progress of students in DBA programs, who are required to pass all courses with a letter grade of at least B– and to maintain an average grade of at least B+. Failure to maintain satisfactory academic progress may result in a student's immediate dismissal or placement on academic probation for the ensuing year (see Probation (p. 174), below).

Grading

The following is the interpretation of grades for coursework in the DBA program:

- *A: Outstanding.* The quality of work is distinctly superior.
- *B: Good.* Performance is satisfactory and represents the academic attainment in the course expected of promising candidates for a graduate degree. Coursework receiving a grade of B– or below is not counted toward the degree.
- *C: Conditional/Unsatisfactory.* Poor quality of performance that falls short of that regarded as entirely satisfactory at the graduate level. Units of credit with a grade of C must be matched by an equivalent number of credits with a grade of A. Coursework receiving a grade of C is not counted toward the degree.
- *F: Fail.* The student will be placed on academic probation. Coursework receiving a grade of F is not counted toward the degree.
- *N/I: Incomplete.* A grade of N is recorded when otherwise satisfactory work in a course or seminar is not completed. After 12 months, an unchanged N becomes a permanent part of the student's transcript and may not be changed to another grade. Students with more than 9 units of N or no grades reported are not permitted to register for courses.

Satisfactory Academic Progress for Title IV Federal Financial Aid

The minimum GPA requirements needed to maintain eligibility for Satisfactory Academic Progress are dictated by the student's specific program of study. In each case, per the requirements of 34 C.F.R. 668.34(a) (4)(ii), the program requires a minimum of a C average to maintain eligibility for aid, but any specific program may have a higher minimum GPA for federal Satisfactory Academic Progress. Olin Business School requires a 3.0 minimum GPA.

Probation

Students determined to be making unsatisfactory academic progress may be placed on academic probation. In such cases, the director of the DBA program or the program office will issue a probationary letter, in writing, to the student (with a copy to the advisor, if applicable)

indicating the terms of the probation and outlining an appropriate time frame in which the student may regain good academic standing in the program. The outcome that will result if the conditions are not met will also be specified in the letter.

After the time frame specified in the initial probationary letter, a second letter will be sent to notify the student that the probationary status has been removed, that the student is being dismissed from the program for failure to meet the written terms of the academic probation, or that a new set of conditions for the student to regain good academic standing applies. Students not meeting the written terms of their academic probation may be dismissed from the DBA program by the director of doctoral programs.

Dismissal

Students may be involuntarily dismissed from the program for any of the following reasons: willful misrepresentation to gain admission to the program, breach of academic integrity, academic failure, or behavior that is destructive to the welfare of the academic community. Students who have been involuntarily dismissed from the program may appeal their dismissal to the Director of Doctoral Programs.

Withdrawal

Students wishing to withdraw from the DBA program must give notice in writing, preferably by completing the Olin Business School Withdrawal Form with the Doctoral Programs office. This form, or any alternative style of written notice, must include the effective date of the withdrawal so as to avoid any financial repercussions for the student or the program.

Graduate Student Code of Professional Conduct

Overview

The Code of Professional Conduct ("the Code") is meant to encourage and clarify appropriate classroom, interpersonal, and extra-curricular etiquette that is expected of each individual by their peers, the faculty and the institution. It is also intended to help describe the overall environment of excellence and professionalism that all members of the Olin community seek to establish and to continually enhance. It is the responsibility of each member of the Olin community to uphold the spirit, as well as the principles, of the Code of Professional Conduct.

Expectations: Professional Standards of Conduct

In keeping with these shared expectations, Olin graduate students are expected to conduct themselves at all times in a professional manner. Professional behavior includes, but is not limited to, the following items:

In the Classroom

- **Attendance:** Students are expected to attend each class session. Students who must miss a session for any reason should make every effort to notify the instructor prior to the class meeting. Students should never register for courses scheduled in conflict with one another.
- **Punctuality:** Students are expected to arrive and be seated prior to the start of each class session.
- **Behavior:** Classroom interaction will be conducted in a spirited manner, but always while displaying professional courtesy and personal respect.
- **Preparation:** Students are expected to complete the readings, case preparations and other assignments prior to each class session and be prepared to actively participate in class discussions
- **Distractions:**
 1. **Exiting and Entering:** Students are expected to remain in the classroom for the duration of the class session unless an urgent need arises or prior arrangements have been made with the professor.
 2. **Laptop, Tablet, and Other Electronic Device Usage:** Students are expected to use laptops, tablets, and other electronic devices only with the instructor's consent and for activities directly related to the class session. Accessing e-mail or the internet during class is not permitted as this can be distracting for peers and faculty.
 3. **Smart/Mobile Phone Usage:** Students are expected to keep their mobile phones turned off or have them set on silent/vibrate during class. Answering phones while class is in session is not permitted.

Outside the Classroom

- Students are expected to conduct themselves responsibly and professionally when dealing with all members of the Olin and Washington University communities as well as in the career search process, at club activities, networking events, job interviews, and other functions where they are representing the Olin community.
- Students are expected to abide by the Student Judicial Code.
- **Facilities:** Students are expected to help maintain the appearance and functionality of the building, classrooms and other facilities.

Should Violations of This Code Occur

The matter may be referred to the Code of Professional Conduct Council for review and possible sanctions. The Council will consist of one appointed member from each of these groups: the graduate student bodies, the faculty, and the staff.

Registration

Students are responsible for their own course registration.

- Registration for the fall semester begins in mid-April.
- Registration for the spring semester begins in mid-November.

Getting Started

Students use their WashU Key to log in to Workday Student, Washington University's student portal. There, students can manage their course Favorites, work with their Registration Worksheet, and see their Schedule.

Extra features throughout Course Listings include the ability to add Favorites or to add sections to the Registration Worksheet. Course Listings can be accessed by selecting a School and Department in Listings by Semester.

More advanced options can be accessed by clicking on Search by Semester and from there, searching by Attributes, Day, and Times.

Drop/Add and Withdrawal

Students may drop or add a course to their registration during specified periods at the beginning of each term.

Signature of a faculty member is not necessary to add or drop a class.

The following is the policy for dropping or withdrawing from a course once it has started:

- Within the first two weeks of a "mini" semester course or the first four weeks of a semester-long course, a student can *drop* the course by completing the online Drop/Add procedure. Courses dropped during these time periods will not appear on the student's transcript.
- In the third or fourth week of a "mini" semester course or the fifth week through the eighth week of a semester-long course, a student can *withdraw* from the course by completing the online Withdraw procedure. However, such a course remains on the student's transcript with a code W.
- If a student encounters extenuating health or other circumstances that necessitate withdrawal from a course beyond the fourth week of a "mini" course or beyond the eighth week of a semester-long course, the student may file a petition detailing the particular circumstances with the university's Academic Review Committee. If the student's petition to withdraw is approved by the Academic Review Committee, the course (or courses) will remain on the student's transcript with the code W.

Auditing a Course

Students who wish to audit a course should talk with the professor of the course to determine the specific requirements for a successful or unsuccessful audit before choosing this option (grade option A when registering for the course). The requirements vary by course and by professor. *Audited courses are not considered in calculating the 72 credit units required for program completion.*

Course Waivers

A course waiver process allows students to avoid redundant study of subjects already mastered and to advance in the program. However, a waiver does not reduce the total number of required program credit units. Students may request a waiver of any required course by submitting a petition to their DBA advisor. Approval will be granted *only* if the student completed substantially equivalent coursework during their prior education or demonstrated competency via work experience. The DBA advisor may require the student to enroll in a specific substitution course; if not, the student may choose to substitute other DBA coursework for which they have met the stated prerequisites.

Independent Study and Research Internship Credits

Students who would like the opportunity to get more in-depth exposure to an area of interest under the supervision and direction of a faculty member may seek a faculty sponsor. Typically, a student will discuss with a faculty member the possibility of receiving supervision for directed research or an independent study research project. Faculty members have a variety of commitments, so the interested student should have an independent study project fairly well thought out prior to contacting a potential faculty sponsor. Projects may receive from 1.5 to 6 academic credits; normally, however, no more than 3 credits are granted in a single semester. Once a project is agreed upon between student and professor, the student must submit a petition to the Doctoral Programs Office and ask the faculty member to confirm their approval to the office. The petition should outline the topics to be covered, texts or other research material, methodology, and deliverables. Students must be in good academic standing to receive approval for independent study.

Directed Readings

All DBA students are required to do at least one 3-credit directed reading course. This course consists of a program of readings developed by and with the approval of one or more members of the faculty. Students should identify the faculty based on their research interests. Based on these readings, students should produce a four-to five-page white paper on one of the recent working papers of the advising faculty. The white paper should be oriented towards practitioners, be motivated using recent events from the world of business, summarize the paper and detail key takeaways for finance professionals. Students should submit a syllabus of the approved readings and deliverables to the Doctoral Programs Office. Once approved, students will be registered for the course.

Qualifying Field Examinations

After completing all required courses, students take a four-hour, written field exam. Scheduling of this exam must be arranged with the faculty coordinator. Students must pass this exam in order to start work on a dissertation.

Dissertation Requirements

After successfully passing the field exam, students will write an extended research paper under the guidance of a faculty member ("faculty advisor").

The expectation is that the scope and depth of the dissertation will be greater than for a master's level thesis but less than for a PhD dissertation. The student will defend their dissertation through an oral presentation to a dissertation committee of three tenured or tenure-track faculty members (including the student's faculty advisor). The committee will assign a passing grade or a failing grade, or will ask the student to make revisions in order to receive a passing grade.

Graduation Information

University commencement ceremonies, held in May, mark the end of the academic year. Advanced degrees, however, are awarded three times a year: in August, December, and May. The terminal dates for completing all degree requirements are listed in the Academic Calendar on the University Registrar's website.

Students who earn May degrees and participate in their school's recognition ceremony receive their diplomas in person. Otherwise, students pick up their diplomas at the Office of Student Records. Diplomas not picked up in a timely manner are mailed by Student Records to the address indicated on the student's Intent to Graduate form. The Student Records office issues official transcripts showing courses, grades, and awarded degrees at no charge, on student request. Information regarding these services is on the Student Records website.

General Policies and Procedures

Transfer Credit/Accounting for Prior Studies

Students with relevant graduate-level degrees may be given credit toward their DBA degree based on their prior studies at the discretion of the program academic director. Specifically:

- For students with another relevant master's degree, the maximum number of transfer credits allowed is 12 (DBA in Marketing and DBA in Supply Chain, Operations, and Technology).

Students seeking acceptance of transfer credits from another university must submit the Transfer Credit Evaluation Form along with a copy of their official transcript from the institution, a course description, a syllabus from the course, and course equivalency information.

Credits petitioned for transfer must be relevant to the DBA program, must not have been used to satisfy the requirements of another degree, and must have been earned in graduate-level courses for which the student earned at least a B. Credit for courses in which the student received no letter grade cannot be transferred. Similarly,

credits earned through correspondence courses or through courses or experiences offered under the auspices of proprietary schools, business or industrial training programs, or schools conducted by federal agencies are not considered for transfer.

Approved transfer credits are included on the student's official transcript as credits accepted in transfer. Letter grades for transfer credits are neither reflected on the student's transcript nor considered in the determination of the grade point average.

International Students

The ability to communicate fluently is essential for progress and success in the DBA program. Communication is the vehicle for expressing knowledge and ideas in both written and verbal forms. All students who do not regard their mastery of English as strong are encouraged to enroll in English courses to improve their proficiency.

PhD Program

PhD Program Policies

The administration of the following policies and university-wide components will be maintained under the Vice Provost for Graduate Education as specified on the University PhD Policies & Requirements page (p. 32) of this *Bulletin*:

- Academic and Professional Integrity Policy for PhD Students
- Involuntary Leave of Absence
- Child Day Care Subsidy
- Interdisciplinary Courses
- Minimum Stipend Award
- New Child Leave

Residency and Attendance Policy

The PhD program at Olin Business School is full-time and residential. We strive to create a collaborative and engaging academic community. All coursework is taught in person and on campus. During the academic year (fall and spring semesters), PhD students are expected to be physically present on campus, attend classes, and participate fully in activities. Students may travel or take personal time during their winter or summer breaks. Any absence from campus lasting longer than two weeks and occurring during the regular academic year must be first approved by the Senior Associate Dean of Doctoral Programs. Requests should be submitted in advance and in writing to the program office.

Degree Requirements

To earn a PhD degree in Olin Business School, students must meet the following general requirements:

- 36 graduate credit units (This is the minimum threshold. Students in some areas, including Finance and Accounting, may need to exceed the minimum to ensure that all required courses have been taken. Students should consult with their faculty advisor for a complete list of required courses.)
- Completion of presentation skills seminar
- Completion of mentored teaching experience requirements
- Maintain satisfactory academic progress
- Pass required milestones, including the area qualifying exam and second-year paper
- Thesis proposal and oral defense of the thesis proposal during the fourth year
- Dissertation and oral defense of the dissertation

The following rules apply:

- Students are expected to earn a B or higher in all 5000-level PhD courses. Students who receive lower grades, including but not limited to falling below a 3.0 cumulative GPA, will be reviewed by the Doctoral Programs Advisory Committee and may be placed on academic probation.
- Up to 12 units of credits earned in graduate work at a previously attended university may be transferred.
- Transfer of credit is considered only after two years of coursework at Olin and requires approval of the area's representative on the Doctoral Committee. A syllabus and coursework will be requested to review transfer potential.
- Students must complete all required core courses unless they receive written approval to waive such a course. A waiver does not reduce the number of credits that a student must complete to earn the doctoral degree. Waivers are intended to allow students to avoid redundant study of subjects already mastered and to advance in other subject areas.
- Full-time students register for 9 to 12 credit units per semester, completing the 36-credit requirement in their first two years of graduate study. Thereafter, students maintain full-time student status by registering for continuing doctoral student status each semester until they have defended their dissertation and completed all other requirements for the doctoral degree.
- Students who fail to register for two consecutive semesters will be considered candidates for dismissal.
- Only graduate-level courses that a doctoral student takes for a grade are counted toward the 36-credit program requirement. In addition, all courses must be approved in advance by the student's advisor and the doctoral program as eligible to be counted toward the student's degree. Audited courses and courses taken pass/no pass (or credit/no credit) are not counted toward the doctoral degree and may not be eligible for tuition remission.

Students should consult their advisors regarding these options. Student academic performance is evaluated at the end of each semester and must be maintained at a level that is consistent with the standards established by Olin Business School.

Faculty Advisor and Supervision Policy

PhD students are required to be supervised by a principal faculty member throughout their enrollment. By default, the area faculty coordinator serves in this capacity and supervises students during the first 2 years. In exceptional circumstances, second-year students may be supervised by an alternate faculty member in their academic area. Alternative arrangements must be reported to the program office.

By the beginning of year three, students must report their principal faculty advisor to their area faculty coordinator and the doctoral programs office. At the end of each semester, the principal advisor will submit a written evaluation of progress to be included in each student's academic record.

Faculty choose whether or not they will supervise or advise students. If, at any point, a student cannot find faculty to serve as their advisor or as members of their research advisory or dissertation committee, they may be dismissed due to the inability to progress.

Policy on Probation and Dismissal for Academic Reasons

This policy gives guidelines and procedures for probation and dismissal because of poor academic performance (Academic Dismissal) for students enrolled in the Olin PhD program. Academic Dismissal is distinct from withdrawal (initiated by the student), deactivation of a student's record by a failure to register, and dismissal or other sanctions associated with the Academic and Professional Integrity Policy or the University Student Judicial Code.

Olin PhD students must also maintain satisfactory academic progress as defined below.

Failure to maintain satisfactory academic progress may result in immediate dismissal or academic probation for the ensuing year. Most financial awards, and all federally funded awards, are contingent on the student's maintaining satisfactory academic progress.

Satisfactory Academic Progress

The following are the minimum standards of satisfactory academic progress for PhD students:

- Students are expected to proceed at a pace appropriate to enable them to finish within the required time limit. By the end of the fourth year of full-time graduate study, students are expected to have completed all PhD requirements except the dissertation.
- Students are expected to maintain a cumulative grade point average of at least 3.0 on a 4.0 scale. The Doctoral Committee will review students who have a grade point average lower than 3.0 or receive three or more B– grades. Students may be placed on academic probation or be dismissed based on the Committee's review.

- Only coursework receiving a B or higher is counted toward the 36-credit requirement.
- During any semester, students may not carry more than 9 credit units for which a grade of I (incomplete), X (final examination missed), or N (not submitted yet) is recorded.
- Grades of I (incomplete) or N (not submitted) must be cleared within one semester term from the end of the course. Registration may be restricted until grades are recorded for prior semesters.
- Faculty supervision is required in the PhD program. Starting in year two, students must have a faculty member in their area willing to supervise them. For second-year students, this would most often be the area faculty coordinator. If a student cannot identify a faculty member in their academic area willing to supervise them in year two or to serve as their advisor by year three, they will not be considered to be making satisfactory academic progress.
- After four years of full-time graduate study, doctoral students who cannot identify three faculty members who are willing to serve on their Research Advisory Committee are not considered to be making satisfactory academic progress.

Satisfactory Academic Progress for Title IV Federal Financial Aid

The minimum GPA requirements needed to maintain eligibility for Satisfactory Academic Progress are dictated by the student's specific program of study. In each case, per the requirements of 34 C.F.R. 668.34(a) (4)(ii), the program requires a minimum of a C average to maintain eligibility for aid, but any specific program may have a higher minimum GPA for federal Satisfactory Academic Progress. Olin Business School requires a 3.0 minimum GPA.

Students in doctoral programs have *seven calendar years*, starting on the date of their first registration in a graduate degree program at Washington University, to complete the degree requirements. Extension of the period of doctoral study may be granted on an annual basis if circumstances warrant.

To request an extension, Olin PhD students must submit an application to the Doctoral Programs Office.

Guidelines for Academic Probation and Dismissal

Except for circumstances justifying immediate dismissal, a student cannot be dismissed on the basis of academic performance without the opportunity to return to good standing during an identified period of probation. The purpose of probation is to do the following: 1) explicitly warn the student of their status; 2) provide the student with clear guidelines of the performance that will be necessary to return to good standing; and 3) provide the student with reasonable time to meet these expectations. To meet these objectives, probation normally should be designated for a minimum of three months. When the probation criteria involve coursework, then the probation period would normally correspond to the semester duration. A student on

probation must receive a detailed letter from the program office, stating the reasons for the probation and explicitly identifying the steps necessary for the student to return to good standing by the end of the probation period.

At the end of a first probation, the student will have one of the following outcomes: 1) they will be returned to good standing; 2) they will be placed on a second consecutive probation, which generally will be for a full semester; or 3) they will be dismissed from the program. A second consecutive probation must be accompanied by a new letter identifying the steps required to return to good standing. While the purpose of the probationary period is to provide the student with time to improve, the decision of the program at the end of a probationary period could involve notification of immediate dismissal.

At the end of a second continuous probation, the student will be either returned to good standing or dismissed. A third probation will be allowed only if it is not continuous. A fourth probation will not be permitted. A student whose performance would result in a fourth probation will be dismissed immediately. A leave of absence cannot be used by a student to delay or nullify the consequences of a third consecutive or fourth probation.

Each area must have a standard procedure to manage decisions regarding placement on probation, removal from probation, recommendations for dismissal after a probationary period, and recommendations for immediate dismissal due to extreme underperformance. The procedure for managing such decisions must be applied to all students in the program and cannot be managed solely by an individual faculty member, including the student's research mentor, though the input provided by the research mentor may play a key role in the process.

Stipend support should continue during a probationary period unless the student is failing to meet basic expectations. If a program or school decides to suspend stipend support under these circumstances, the student must be given a minimum of two weeks' notice prior to withholding such support. If the student's performance improves and they begin meeting the basic expectations of the position, stipend support should resume at that time. During all probationary semesters, tuition remission will remain as offered at initial enrollment.

Notification Procedures for Academic Probation

1. The explanation of academic performance issues leading to probation should be specific (low GPA, failed exam, etc.) and contain a clear statement of what must be done within a specified period of time in order for the student to return to good standing. This includes probation associated with faculty judgments of research potential, timely progress toward the degree, teaching performance, or professional responsibilities. The expectations will be consistent with those held for all students in the program. They must be communicated in writing and accompanied by the opportunity to meet with the designated departmental faculty representatives for a clarifying discussion.

2. If the student does satisfactorily meet the requirements of the probation, a written notice of reinstatement, including the date that the student has returned to good standing, will be provided to the student. Students may be reinstated before the end of the probation period if they have met the requirements for reinstatement.
3. Copies of any letter or email to the student or summary notes of discussions with the student regarding the student's placement on probation should be placed in the student's file, which the student has the right to review.

Notification Procedures for Academic Dismissal

1. If a student does not meet the requirements of the probation by the specified time and the program recommends dismissal, the faculty coordinator of the student's area will send a request for dismissal and a draft of the dismissal letter to the Director of Doctoral Programs, along with copies of all previous communications and/or warnings. The draft dismissal letter will include the grounds for dismissal, the effective date of dismissal and advice to the student that voluntary withdrawal from the program is an option.
2. If the student is an international student on a visa, the Doctoral Programs Office will consult with the Office of International Students and Scholars prior to finalizing the dismissal letter. It is often advisable for an international student to withdraw ahead of a dismissal to avoid an adverse impact on future entry to the United States.

Appeal Procedures

In cases of probation or dismissal, a student may appeal within 14 calendar days to the department chair or another designated faculty representative, consistent with department or program procedures.

Probation

Appeals of probation end with the chair of the department or program. For cases in which there is a perceived conflict of interest with the chair, another member of the department can be designated to address the appeal process for probation or dismissal.

Dismissal

For academic dismissal decisions, an Olin PhD student may submit a final appeal of their dismissal to the Director of Doctoral Programs. Appeal requests must be initiated at the appropriate level within 14 calendar days of formal notification of probation or dismissal. Responses to appeals generally occur within the next 14 calendar days after the appeal is requested.

Stipend support is discontinued at the time the student is notified of dismissal. The student is not eligible to receive stipend support during an appeal of dismissal; however, if the appeal is upheld, the student is eligible for stipend support covering the period of the dismissal appeal process. Students who have chosen to withdraw from their program or department (as opposed to taking an authorized leave) cannot appeal or seek reconsideration of this decision.

Graduate Student Code of Professional Conduct

Olin PhD students are expected to behave in accordance with the school's code of conduct for all of its graduate programs, which is described below.

Overview

The Code of Professional Conduct ("the Code") is meant to encourage and clarify appropriate classroom, interpersonal, and extracurricular etiquette that is expected of each individual by their peers, the faculty, and the institution. It is also intended to help describe the overall environment of excellence and professionalism that all members of the Olin community seek to establish and to continually enhance. It is the responsibility of each member of the Olin community to uphold the spirit, as well as the principles, of the Code of Professional Conduct.

Expectations: Professional Standards of Conduct

In keeping with these shared expectations, Olin graduate students are expected to conduct themselves at all times in a professional manner. Professional behavior includes, but is not limited to, the following items:

In the Classroom

- **Attendance:** Students are expected to attend each class session. Students who must miss a session for any reason should make every effort to notify the instructor prior to the class meeting. Informing faculty or seeking ex post permission after missing a class or portion of a class is unacceptable behavior and is subject to academic sanctions. Students should never register for courses scheduled in conflict with one another.
- **Punctuality:** Students are expected to arrive and be seated prior to the start of each class session.
- **Behavior:** Classroom interaction may be conducted in a spirited manner, but always while displaying professional courtesy and personal respect.
- **Preparation:** Students are expected to complete the readings and other assignments prior to each class session and be prepared to actively participate in class discussion.
- **Distractions:**



1. *Exiting and Entering:* Students are expected to remain in the classroom for the duration of the class session unless an urgent need arises or prior arrangements have been made with the professor.
2. *Laptop, Tablet, and Other Electronic Device Usage:* Students are expected to use laptops, tablets, and other electronic devices only with the instructor's consent and for activities directly related to the class session. Accessing email or the internet during class is not permitted, as this can be distracting for peers and faculty.
3. *Smart/Mobile Phone Usage:* Students are expected to keep their mobile phones turned off or have them set on silent/vibrate during class. Answering phones while class is in session is not permitted.
4. Other distractions may be prohibited by individual instructors, such as eating in the classroom.

Outside the Classroom

- Students are expected to conduct themselves responsibly and professionally when dealing with all members of the Olin and Washington University communities as well as in the career search process, at club activities, networking events, job interviews, and other functions where they are representing the Olin community.
- Students are expected to help maintain the appearance and the functionality of campus buildings, classrooms, and other facilities.
- Students are expected to abide by the University Student Conduct Code of Washington University in St. Louis.

Grading

- *A: Outstanding.* The quality of work is distinctly superior.
- *B: Good.* Performance is satisfactory and represents the academic attainment in the course expected of promising candidates for a graduate degree. Coursework receiving a grade of B– or below is not counted toward the degree.
- *C: Conditional/Unsatisfactory.* Poor quality of performance that falls short of that regarded as entirely satisfactory at the graduate level. Units of credit with a grade of C must be matched by an equivalent number of credits with a grade of A. Coursework receiving a grade of C is not counted toward the degree.
- *F: Fail.* The student will be placed on academic probation. Coursework receiving a grade of F is not counted toward the degree.
- *N/I: Incomplete.* A grade of N is recorded when otherwise satisfactory work in a course or seminar is not completed. After 12 months, an unchanged N becomes a permanent part of the student's transcript and may not be changed to another grade. Students with more than nine units of N or no grades reported are not permitted to register for courses.

All areas require passing grades for coursework.

Mentored Teaching/Research Experience

PhD students support teaching in Olin Business School and are mentored by a faculty member on best practices. Students in years two through five will register for MGT 8010 Mentored Teaching Experience.

Students must attend the Graduate Student Mentored Teaching Orientation hosted by the Center for Teaching and Learning (CTL) prior to the second year. In addition, students are required to complete one teaching workshop offered by the CTL. Students must complete one of the two available options for the Mentored Teaching Experience Requirement.

Option 1

- Seven semesters as Assistant in Instruction (10 hours per week)

Option 2

- Six semesters as Assistant in Instruction (10 hours per week)
- One semester of Mentored Independent Teaching (20 hours per week)

Students are not eligible for paid Assistant in Instruction positions until the sixth year or they have completed the mentored teaching requirement in full. First-year students do not participate in MTE and are ineligible for paid positions.

Assignment to Faculty for Mentored Teaching Experience

Prior to the fall semester, students in years two through five will be asked to submit their top three choices for assignment to faculty for mentored teaching. The information will be shared with the area faculty coordinator, who will make assignments for the following fall and spring semesters. Final assignments will be based on the academic area's teaching needs with consideration of student and faculty preferences. Assignments will be communicated by the Doctoral Programs Office. Faculty and students should connect by the beginning of the assigned semester.

Research Experience Policy

Doctoral students may participate in faculty-driven research projects under two models that the faculty member and student can choose between: 1) Research Assistantship and 2) Research Practicum. Both modes of interaction are voluntary on the part of the doctoral student and the faculty member. The doctoral programs office will oversee, track, and monitor interactions under both modes. This policy applies to all faculty-driven research collaborations involving Olin doctoral students, regardless of whether the faculty is associated with Olin.

Research Assistantship

The first mode of interaction is an hourly paid Research Assistantship (RA). In this model, the faculty member pays the doctoral student for each hour of RA work, up to a cap of ten hours per week. The student does not receive academic credit. The faculty member and student will fill out a form that will be sent initially to the doctoral programs office, who will liaise with Olin HR for payment. The form will have a concise description of the project and a brief outline of the expected work that the student is to perform. The Research Assistantship is appropriate for research interactions where the student performs a well-defined set of tasks, such as data cleaning, data analysis, literature review, code replication, or other research activities under the direct supervision of the faculty member. First-year students are ineligible for Research Assistantships.

Research Practicum

The second mode of interaction is a Research Practicum class. This course is suited for deeper and more complex research interactions than those performed under the directly supervised Research Assistantship. In this model, the faculty member will provide a class description outlining the project's nature, work expectations, and a timeline for completing it. Supervising faculty will assign a Pass/No Pass grade at the term's end. No financial compensation is associated with the research practicum experience. Students may spend up to approximately 225 hours per semester, or an average of 15 hours per week, in research practicum-related activities. This class can be taken repeatedly during the student's enrollment in the doctoral program, subject to continued interest by the faculty member and student.

Overview

Olin Business School requires PhD students to complete the following communication and pedagogical training:

1. *Orientation*: Students must attend the Graduate Student Mentored Teaching Orientation held by the Center for Teaching and Learning prior to the beginning of the second year of the PhD program. Orientation is typically held once a year in August.
2. *Formal Instructional/Teaching Experience*: Participate in a teaching preparation seminar, instructional workshop, internship, or course that addresses course design and classroom facilitation.
3. *Formal Communication Experience*: Participate in at least one communication seminar, instructional workshop, or course that addresses communication and presentation skills and includes classroom instruction to an undergraduate or master's level audience.
4. *Deliver Annual Presentation*: Prepare and deliver annual presentations to the doctoral program faculty in the student's area beginning in the second year of the doctoral program.
5. *Present Working Paper*: Present a working paper at a conference, job-market seminar, or consortium prior to graduation.

Note: Once these requirements have been fulfilled, the student must file a Teaching Requirement Form with the department's Doctoral Programs Office. Students should contact the Doctoral Programs Office for the form.

Curriculum: Typical Chronology of the PhD Program*

Year One

- Math camp, prior to fall classes (all areas except Marketing-Consumer Behavior and Organizational Behavior)
- Core foundation coursework (at least 9 credits)
- Microeconomics comprehensive preliminary exam, if required by the department (offered in June)
- Seminars/workshops in the field of study
- Summer paper, if required by the department

Year Two

- Annual progress report
- Courses and individual study in major field (as recommended by the advisor)
- Completion of two semesters of Mentored Teaching Experience
- Seminars/workshops in major field
- Passing result on the Qualifying Field Exam requirement
- Passing result on the second-year paper

Year Three

- Annual progress report
- Completion of two semesters of Mentored Teaching Experience
- Completion of remaining field requirement
- Presentation of one research paper
- MGT 8660 Seminar On Presentation Skills (required in fall semester of third year)
- Begin preparation of dissertation proposal

Note: Field requirements are expected to be completed within the first 36 months of the program.

Year Four

- Annual progress report
- Completion of two semesters of Mentored Teaching Experience
- Oral defense of dissertation proposal by June 30
- Submission of dissertation title, scope, and procedures
- Begin plans for job search

Year Five

- Completion of one semester of Mentored Teaching Experience
- Oral defense of dissertation
- Enter job market

* Each area has specific requirements that can be found online.

Preliminary Exam in Microeconomic Theory

Some areas require that students take the preliminary exam in economics at the end of the first year. Each area that requires the exam sets the definition of a passing grade.

Olin PhD students are required to take a five-hour microeconomics theory examination concentrating on applications of the theory, offered in late June after the first year of the program. Students are expected to stay in residence after the end of spring semester classes to study for this exam.

The grading scale for the microeconomics exam is as follows: PhD pass, borderline pass, MA pass, and fail. The exams are graded anonymously by a committee consisting of the first-year instructors, which issues one grade for each student exam. In the event that it cannot make a positive decision based solely on a student's performance on the examination, the Committee will also consider the student's first-year course grades. The Committee usually meets to evaluate student performance on the exams by mid-July.

The area faculty, in consultation with the Doctoral Programs Office, determine whether the student will be allowed to continue in the program. The normal expectation of areas that require the economics prelim exam is that a "PhD Pass" grade is required for a student to maintain good student status. Students who fail the prelims are placed on academic probation and re-evaluated based on their summer paper submission and academic performance in the first year.

First-Year Paper

Some areas require a first-year or "summer" paper to expose the student to the full range of activities required to successfully conduct independent research. This paper is evaluated by area committee representatives during the first two semesters of the second year, and the evaluation is provided to the student.

Second-Year Paper

Students must produce a satisfactory research paper before taking the major qualifying exam and are expected to begin the paper no later than one year after entering the PhD program.

The second-year paper is presented to area faculty for its evaluation, usually during a faculty brown bag or departmental seminar. The student, in consultation with their PhD advisor, selects a paper review committee consisting of two full-time faculty members. Presentation deadlines vary by area.

Although the research paper is expected to have all of the elements of a publishable paper, the overall quality need not be at a level sufficient to merit publication. For example, the typical empirical paper should have all of the elements of a typical empirical article appearing in leading journals in the student's area. Similarly, a theoretical paper should have a sufficiently broad range of development to warrant comparison with similar work published in the area.

Failure to produce a satisfactory paper, as determined by the review committee, will constitute unsatisfactory performance and will result in a review of the student's academic performance by the Doctoral Committee.

Qualifying Field Examination (Comprehensive Exam)

Doctoral students must take a written qualifying examination to demonstrate their comprehensive knowledge in their major field within three years of their entry into the program. The examination may be taken before the student has completed all coursework; however, students typically take this examination immediately after completing foundation coursework.

Students make arrangements for taking this examination with their PhD advisor. Students who fail the examination may arrange to retake it. Only in unusual cases, and on written petition to the Doctoral Committee, can a student take the examination more than twice. If such approval is not granted, a student who has twice failed the examination will be dismissed from the program.

These examinations are under departmental control. The responsible department provides notification of the test result to both the Doctoral Programs Office and the student.

Annual Progress Report

In order to prepare an annual assessment of student progress, the doctoral program requires that students submit the following, to both their area advisor and the program office: a current CV, a grade summary, and all research projects conducted during the year. Failure to comply with this requirement will result in academic probation or suspension from the program.

Registration Information

Drop/Add and Withdrawal

Students may drop or add a course to their registration during specified periods at the beginning of each term. The signature of a faculty member is not necessary to add or drop a class.

The following is the policy for dropping or withdrawing from a course once it has started:

- Within the first two weeks of a "mini" semester course or the first four weeks of a semester-long course, a student can drop the course by completing the online Drop/Add procedure. Courses dropped during these time periods will not appear on the student's transcript.

- In the third or fourth week of a “mini” semester course or the fifth week through the eighth week of a semester-long course, a student can withdraw from the course by completing the online Withdraw procedure. However, such a course remains on the student’s transcript with the code W.
- If a student encounters extenuating health or other circumstances that necessitate withdrawal from a course beyond the fourth week of a “mini” course or beyond the eighth week of a semester-long course, the student may file a petition detailing the particular circumstances with the university’s Academic Review Committee. If the student’s petition to withdraw is approved by the Academic Review Committee, the course (or courses) will remain on the student’s transcript with the code W.

Auditing a Course

Students who wish to audit a course should talk with the professor of the course to determine the specific requirements for a successful/unsuccessful audit before choosing this option (grade option A when registering for the course). The requirements vary by course and by professor. Audited courses are not considered in calculating the 36 credit units required for program completion.

Course Waivers

Olin PhD students may obtain a waiver for any required course. Waivers are intended to allow students to avoid redundant study of subjects already mastered. In order to receive a waiver, the student must submit a petition to their PhD advisor of the required course and obtain the advisor’s signature, denoting approval. Students then must submit the signed waiver form to the Doctoral Programs Office within the first two weeks of the class.

Please note that a waiver does not reduce the student’s required credit units to earn the doctoral degree. Moreover, it should generally be presumed that approval will be granted only where the student has previously completed substantially equivalent coursework during their prior education and/or demonstrated competency via work experience.

The faculty advisor may require the student to enroll in a specific substitution course. If no specific substitution course is required, the student may choose to substitute other PhD coursework for which the stated prerequisites are met. The Program Advisor is available to assist students in finding appropriate substitute courses and to answer questions about the waiver and substitution procedures.

Coursework in Other Divisions

24 of the 36 credits required for the degree must be taken within Olin Business School. The other 12 credits may consist of either 1) approved transfer credits from an AACSB-accredited program (12 credit maximum); or 2) credits earned in approved graduate-level courses offered in other divisions at WashU. For approval to be granted for coursework in other WashU divisions, the course must appear on the list of approved courses available in the Doctoral Programs Office or must be reviewed for inclusion on that list.

Students are advised to consult with the Doctoral Programs Office before registering if they have any concerns about whether credits earned in a course will be applied toward the 36-credit requirement.

Independent Study and Research Internship Credits

Students desiring more in-depth exposure to an area of interest under the supervision and direction of a faculty member may seek a faculty sponsor. Typically, a student will discuss with a particular faculty member the possibility of receiving supervision for directed research or an independent study research project.

Because faculty members have a variety of commitments, a student should have an independent study project fairly well thought out prior to seeking a faculty sponsor. Projects may receive from 1.5 to 6 academic credits, but normally no more than 3 credits may be granted in any one semester.

Once a project is agreed upon between the student and professor, the student must submit a petition to the Doctoral Programs Office and ask the faculty member to confirm their approval to the office. The petition should outline the topics to be covered, texts or other research material, methodology, and deliverables. Students must be in good academic standing to receive approval for independent study.

Master of Science in Business Administration

Students who seek a Master of Science in Business Administration (MSBA) degree as a terminal degree are not admitted to the doctoral program. However, as progress is made toward the PhD, a student who has met the requirements set out below may be awarded an MSBA in one of the areas offered for the PhD degree: Accounting; Business Economics; Finance; Marketing; Organizational Behavior; Strategy and Entrepreneurship; and Supply Chain, Operations and Technology.

The requirements are as follows:

- Two years of full-time participation in the program
- Approval of the Senior Associate Dean of Doctoral Programs or completion of the following:
 - 36 credit units of graduate-level coursework with a GPA of 3.00 or higher, including completion of the core sequence (approximately 18 credit units) (**Note:** Transfer credits are not applicable.)
 - A grade of Master’s Pass or higher on the preliminary economics core exam (if applicable)
 - Presentation of a research paper to area faculty

In any semester in which a student has fulfilled all of the above requirements, the student may file to receive the MSBA degree with the Doctoral Programs Office.

Dissertation

A dissertation is the product of extensive research and presents an original contribution to knowledge in a given field. It documents the doctoral candidate's ability to make substantive contributions to answering a major intellectual question and to communicate research results with professional competence.

General Requirements

The dissertation must constitute an integrated, coherent work, whose parts are logically connected. It must have a written introductory chapter that sets forth the general theme and core questions of the dissertation research, and that explains the relationship among the constituent chapters or parts. The introduction will typically include, as is appropriate to the discipline, a review of the literature relevant to the dissertation, an explanation of the theories, methods, and procedures utilized by the author; and a summary discussion of the contribution of the dissertation project to knowledge in the field. In its final deposited form, the dissertation must constitute an archival product that meets the standards prescribed by the university.

The dissertation may consist (in whole or in part) of co-authored chapters and articles, but the candidate must be a major contributor to the research and writing of any such papers and must describe their ideas, individual efforts, and contributions to the larger work. In order to be in compliance with the university's policy on plagiarism and academic integrity, a dissertation that incorporates co-authored work must also include in its introduction an explanation of the role of the candidate in the research and in the writing of any co-authored work.

If a dissertation includes previously published materials (authored or co-authored), the candidate must provide a full referencing of when and where individual papers have been published. Because prior publication and multiple authorship have implications with respect to copyright, PhD candidates should discuss copyright with their advisors and obtain copyright clearances from any co-authors well in advance of defending the dissertation. Written permission must be obtained in order to include articles copyrighted by others in the dissertation.

It is the responsibility of the student and the student's dissertation committee to ensure that the dissertation meets all requirements regarding authorship, academic integrity, and copyright, as outlined here.

Proposal Defense

The purpose of the dissertation proposal is to provide evidence that the proposed dissertation will demonstrate the student's mastery of a specialized field of knowledge and capacity for original scholarly work.

At the dissertation proposal defense, which is open to all members of the regular faculty and all doctoral students, the student presents the research that has already been completed and an outline of the research that remains to be done. The student must make copies of

the proposal available to the research advisory committee at least two weeks prior to the scheduled date. The faculty and doctoral students are informed of the date and location of the dissertation proposal defense a minimum of two weeks in advance.

The format of the proposal defense may vary among disciplines, but its general purpose is to provide the student the opportunity to present a detailed account of completed research, indicate a road map for what remains to be done, and receive the thesis committee's feedback on the research as well as approval that the proposal will lead to an acceptable dissertation if the student completes the research as described by the thesis committee.

There is no hard-and-fast rule regarding how much of the thesis must be completed before a proposal defense is scheduled. Some disciplines require that the thesis be more fully developed at the proposal defense than do other disciplines. A rough rule of thumb is to schedule a proposal defense before 50% of the research on the dissertation has been completed. This presumes that the student has been receiving guidance on the direction and scope of the research from the thesis committee.

Deadlines

Students are required to propose no later than the initial deadline of June 30 in their fourth year (i.e., the end of their fourth academic year in the program). Failure to propose by this deadline may result in academic probation and, if so, a letter to that effect will be sent to the student. If a signed Title, Scope and Procedure form, which signals a successful proposal defense, is not submitted to the Doctoral Programs Office by the second deadline of September 30 of the fall semester of the fifth year, the student will be placed on mandatory probation, and there may be additional consequences such as dismissal from the program.

Research Advisory Committee

The Research Advisory Committee consists of three tenured or tenure-track Washington University faculty members from the student's area. The committee members sign the Notice of Title, Scope, and Procedure of Dissertation before the student begins the dissertation and serve as the first three readers for the dissertation and as members of the student's Dissertation Examination Committee.

The faculty members attending the proposal defense confer with the prospective Research Advisory Committee, which recommends to the committee chair what the student must do to produce a completed dissertation. The chair collects the committee's recommendations, ensuring that all committee members agree on the direction and approach, and submits a written document to the Doctoral Programs Office and the student within two weeks of the proposal defense.

Title, Scope, and Procedure of Dissertation Form

If the recommendation is positive, the Research Advisory Committee formally approves the proposal by signing the Notice of Title, Scope, and Procedure of Dissertation form. The form can be obtained from the Doctoral Programs Office.

The project's "scope," as the student has described on the form, defines its limits — what the student intends to cover and what will not be covered. The "procedure" describes the manner in which the student intends to conduct the research. By defining the scope and procedure of the dissertation, the student provides an initial outline or model for use in researching the topic.

The form also serves as a contract between the student and the student's Research Advisory Committee. It is understood that the scope, procedure, and even the title of the dissertation may change during the course of the research. Major changes to the committee (e.g., a new thesis advisor from outside the committee) or a significant change of topic may require a new Title, Scope, and Procedure form.

Oral Dissertation Defense

The dissertation must be approved by the Research Advisory Committee before the defense can be formally scheduled and announced. Approval ensures that the dissertation is developed adequately and ready to be brought to defense.

Preliminary Paperwork

There are four forms that the student must file well before the completion of the dissertation and the scheduling of the dissertation examination:

1. *Title, Scope, and Procedure Form*: The Notice of Title, Scope, and Procedure of Dissertation form is to be filed with the Doctoral Programs Office as soon as it is signed off by the faculty.
2. *Intent to Graduate*: Candidates for a degree must apply for Program Completion in Workday. If students are unable to access this, they should contact the Office of the University Registrar. Please note that, if students do not finish by the time they had originally stated, they must file a subsequent application for program completion for the semester in which they now intend to complete their work.
3. *Dissertation Examination Committee Approval*: Prior to scheduling the dissertation defense, the candidate must submit a Dissertation Defense Committee form for approval by the Director of Doctoral Programs.
4. *Satisfaction of Teaching Requirements*: Olin PhD students must meet department teaching requirements, including demonstrating competency in teaching at both the basic and advanced levels, and submit documentation.

Dissertation Examination Committee

The Dissertation Examination Committee is composed of the student's Research Advisory Committee and at least two additional faculty members. Of the five faculty members, four must be tenured or tenure-track (three of the five must come from the student's degree program; at least one of the five must not).

In most cases, the chair of the student's Research Advisory Committee serves as the chair of the student's Dissertation Examination Committee. Approval of the dissertation by the Research Advisory Committee is necessary to bring it to the defense.

Dissertation Defense

The defense is open to faculty and doctoral students, who may attend as observers rather than participants. Typically, the Dissertation Examination Committee solicits evaluations from the faculty attending the defense before making a decision as to the student's success in defending the dissertation. However, only the Dissertation Examination Committee is permitted to vote.

At least two weeks prior to the defense, the regular faculty is informed of the date and location of the defense and the composition of the Dissertation Examination Committee. *Students are required to submit their written thesis to their committee members at least 30 days before the scheduled date of the defense.* The committee will respond at least 2 weeks before the defense with substantial requested changes. These changes will be expected to be complete and resubmitted to the committee before the defense.

A typical defense follows these procedures:

- Presentation by the candidate lasting about one hour. Candidates are not expected to repeat the detail presented in the workshop.
- Committee chair asks for questions from non-committee faculty who are present.
- Chair asks for questions from the Dissertation Examination Committee.
- Chair asks for questions from the Research Advisory Committee.
- Chair excuses all attendees except the Dissertation Examination Committee, which deliberates and makes a determination on the success of the defense.
- Upon approval of the defense, all members of this committee, as well as the chair of the department or program, sign the Examination Approval Form.

Doctoral Dissertation Submission

After the defense, the student must submit an electronic copy of the dissertation online to the university. The submission website requires students to choose among publishing and copyrighting services offered by ProQuest ETD Administrator, but the university permits students to make whichever choices they prefer. Students are asked to submit the Survey of Earned Doctorates separately. The program office is responsible for delivering the final approval form, signed by the committee members at the defense and then by the program chair or

director. Students who defend their dissertations successfully have not completed their PhD requirements; they finish earning their degree only when their dissertation submission has been accepted by the program office.

Transfer Credit

As many as 12 units of transfer credit may be accepted toward the Olin PhD degree requirements, provided that:

- The credits are for graduate-level courses that the student took while a doctoral student at a business school program accredited by the Association to Advance Collegiate Schools of Business (AACSB) and are relevant to the Olin PhD degree.
- The relevant area faculty, in consultation with the Olin Doctoral Programs Office, have determined (using course syllabi and other information) that the coursework taken in the other business school program is comparable in content (for required courses) to required courses offered in the Olin doctoral program or acceptable in quality (for elective courses).
- A grade of B or higher was achieved in the coursework for which transfer credit is requested.

In addition, credits petitioned for transfer must not have been used to satisfy the requirements of another degree. Credits for courses in which the student received no letter grade or credits earned through either correspondence courses or courses or experiences offered under the auspices of proprietary schools, business or industrial training programs, or schools conducted by federal agencies such as the Department of Defense, are not considered for transfer.

Students seeking acceptance of transfer credit must complete and submit a Transfer Credit Evaluation Form along with a copy of the official transcript from the institution where the credits were earned, a description of and syllabus for each course for which transfer credits are being requested, and course equivalency information.

Approved transfer credits are included on the student's official transcript as credits accepted in transfer. Letter grades from transfer credits are not reflected on the transcript, nor are they considered in the determination of GPA.

Human Subject Research

Students who plan to conduct research involving human subjects must understand and follow university protocols and guidelines set by the Human Research Protection Office.

Placement

Students begin to seek employment during the recruiting season after the dissertation proposal has been accepted and should discuss their job search plans with their advisor. Although job search strategies will vary by discipline, it is never too early for the student to begin developing a network of individuals with the student's discipline who have similar research interests.

A limited amount of funding is available from the Doctoral Programs Office to support students' job search activities. Interested students should contact the Doctoral Programs Office for information on how to apply for this funding.

Doctoral Program Financial Information

Tuition and Fees

Doctor of Business Administration in Finance

Students enrolled in the DBA program are assessed tuition on a per-credit-hour basis. Any tuition increase approved by the Washington University in St. Louis Board of Trustees takes effect during the summer semester. The current per-credit-hour rate can be found on the DBA Students page of the Olin Financial Services website.

Olin's DBA program does not offer scholarship funding. However, financing in the form of federal or private student loans may be available. Federal loan options and terms as well as a private loan research tool can be found on the Student Loan Options page of the Olin Financial Services website.

Health Insurance Fee

WashU has a health insurance requirement for all full-time, degree-seeking students. Students must either purchase the Student Health Insurance Plan or demonstrate comparable coverage via another plan. Students will automatically be enrolled in the health insurance plan and billed accordingly. Spousal and/or dependent coverage is available at an additional charge. For details about policy options or the waiver process, please visit the Student Health Insurance Plan Information page of the WashU Student Affairs website.

Financial Aid

The Olin Financial Services team can help students understand the billing process at WashU and provide information about loan options and eligibility requirements. Please reach out to the Olin Financial Services team for assistance.

Doctor of Philosophy Fellowships

Enrolled PhD students who are making satisfactory progress in the program are guaranteed financial support for five years. This includes full tuition remission plus a stipend for living expenses that is distributed over 12 months. The annual stipend for students entering the PhD program in the fall of 2026 is \$40,000. All applicants are

automatically considered for Olin Business School fellowships; no separate application is required. New applicants are encouraged to apply for other fellowships with generous stipends that are available to outstanding new students at WashU.

The Ann W. and Spencer T. Olin-Chancellor's Fellowship (OCF) is an elite cohort of outstanding graduate students representing a rich tapestry of backgrounds and varied disciplines. Aligned with WashU's goals of fostering excellence in teaching, research, scholarship, and service, the OCF is dedicated to nurturing a wide array of distinctive perspectives and disciplines. This program aims to empower future scholars and leaders who will contribute to advancing knowledge and addressing challenges in our global society through innovation, integrity, and intellectual endeavors.

The OCF offers a competitive award package and a best-in-class graduate fellowship experience. Fellows receive exceptional professional development opportunities, access to unique resources, networking, programming, and mentorship opportunities that will empower them to demonstrate all-round excellence. Our Fellows will reinforce the ethos of the program through sustained engagement as students and alumni.

Interested applicants should apply to the OCF at the same time they apply for admission to their chosen academic program. To learn more, visit the OCF website.

Olin PhD Research Grant

Olin PhD students can apply for up to \$500 to help support research projects. This funding can be used for things like purchasing databases or providing honorariums for projects involving human research participants. Students may only be awarded this grant once per year, and the applications must be approved and signed by the student's area coordinator. The Doctoral Programs Office will provide this award to up to 10 students per year. Application forms may be requested from the program office.

Tuition Refund

Tuition refunds are determined by the program director.

External Funding

Working outside of the school or obtaining external grants and fellowships may be other sources of funding for students.

Teaching Outside of the School

Students are encouraged to limit their teaching and research experiences to areas within Olin Business School and, more broadly, Washington University. Knowledge gained from interacting with faculty on research and teaching projects enhances the formal curriculum and, ultimately, the caliber of the student's learning during their PhD program. Olin doctoral students are therefore required to obtain explicit permission from their area coordinators and the Doctoral

Programs Office to teach outside of the university during the first five years, since such assignments may distract students from acquiring the knowledge and skills needed to successfully complete the PhD program.

External Grants and Fellowships

Olin encourages all students to apply for external grants and fellowships. Students are also encouraged to speak with their advisors or the grant development specialist regarding grants and fellowships in their specific fields. Most awards are directed to individuals who have prepared a dissertation proposal or pre-proposal, with only a limited number of awards available to students at the pre-candidacy level.

Because external grants are awarded in a variety of ways, it is not possible to set a standard regarding how the Olin funding available to a student receiving an external award will be adjusted. However, the program is committed to ensuring that there is a financial advantage for PhD students who receive such awards.

Contact: Olin Graduate Financial Services
Phone: 314-935-7301
Email: olinfinancialservices@wustl.edu

Administration

Olin Leadership

Michael J. Mazzeo

Dean, John M. Olin School of Business

Judy and Jerry Kent Dean of Olin Business School and Knight Family Professor of Economics

Markus Baer

Vice Dean for Executive Education

Knight Family Professor of Organizational Behavior

Todd Gormley

Vice Dean for Education

Professor of Finance

Mariagiovanna Baccara

Vice Dean for Faculty

Professor of Economics

Dan Elfenbein

Vice Dean for Research

Professor of Strategy

Gisele Marcus

Vice Dean for Special Projects

Professor of Practice



Area Chairs

Jeremy Bertomeu

Area Chair, Accounting

Professor of Accounting

Bill Bottom

Area Chair, Organizational Behavior

Howard and Marilyn Wood Distinguished Professor of Organizational Behavior

Julia Deems

Area Chair, Management & Communications

Teaching Professor of Communications

Lingxiu Dong

Area Chair, Supply Chain, Operations, and Technology

Frahm Family Professor of Supply Chain, Operations, and Technology

Nicolae Garleanu

Area Chair, Finance

H. Frederick Hagemann Jr. Professor of Finance

Lamar Pierce

Area Chair, Strategy and Entrepreneurship

Beverly and James Hance Professor of Strategy

David Ahn

Area Chair, Economics

Professor of Economics

Eli Snir

Area Chair, Data Analytics

Teaching Professor of Data Analytics

Song Yao

Area Chair, Marketing

Professor of Marketing

Postdoctoral Training

Postdoctoral appointments at WashU are full-time academic positions focused on mentored research and professional development under the guidance of faculty mentors. They are supported through research grants, individual fellowships, or institutional training programs. Their primary purpose is to help highly trained individuals acquire the professional skills needed for their chosen career path.

Because of this focus, postdoctoral appointments are inherently time-limited; they are capped at five years including any experience at other institutions following the doctoral degree. All postdoctoral appointees are eligible for university-sponsored benefits, and the postdoctoral experience is regulated by postdoc-specific policies and institutional normative.

WashU is proud to be an institutional member of the National Postdoctoral Association, which reflects our commitment to excellence in postdoctoral education.

Postdoc Categories

At WashU, there are two categories of postdocs:

1. *Postdoctoral Research Scholars* receive external funding in the form of a stipend and are considered non-employees.
2. *Postdoctoral Research Associates* receive a salary from the university and are considered employees.

Office of Postdoctoral Affairs

The Office of Postdoctoral Affairs (OPA), under the Office of the Vice Chancellor for Research, serves postdoctoral research associates and scholars across both the Danforth and Medical campuses. The OPA provides comprehensive resources to help postdocs achieve their career and professional development goals, advocates for postdoctoral issues, and offers guidance on recruitment and postdoctoral life. It also fosters a vibrant and inclusive postdoctoral community through networking, social events, and peer support.

The OPA postdoc curriculum includes signature programs in the following areas:

- *A career development series* to equip postdocs with essential skills for navigating diverse career pathways and achieving success in both academic and industry settings;
- *Leadership and communication training* to advance leadership capabilities while strengthening grant writing, publishing, and science communication skills;
- *Wellness and community engagement* that promotes holistic development, well-being, and meaningful integration into the WashU community;

- *Fellowships and awards* that recognize excellence and provide competitive opportunities for research and professional growth; and
- *An annual postdoc symposium and research seminars* that showcase innovative research and foster interdisciplinary collaboration across campuses.

Postdoc Organizations

The OPA supports recognized postdoc-led groups, including three major organizations:

1. WashU Postdoc Society (WUPS)
2. WashU Black Postdoctoral Association
3. Postdoc Peer Mentoring Program

Additional Information

For more information about programs, resources, and upcoming events, visit the OPA website.

Cross-School Interdisciplinary PhD Programs

There are certain graduate programs that span more than one school at Washington University. Please visit the following pages to learn more about these programs:

- Division of Biology & Biomedical Sciences (p. 191)
- Division of Computational & Data Sciences (p. 204)
- Institute of Materials Science & Engineering (p. 207)

Division of Biology & Biomedical Sciences

The Roy and Diana Vagelos Division of Biology & Biomedical Sciences at Washington University offers exceptional doctoral education at one of the nation's preeminent biomedical research centers. The Division includes 11 doctoral programs:

- Biochemistry, Biophysics, & Structural Biology
- Biomedical Informatics & Data Science
- Cancer Biology
- Computational & Systems Biology
- Developmental, Regenerative, & Stem Cell Biology
- Immunology
- Molecular Cell Biology
- Molecular Genetics & Genomics
- Molecular Microbiology & Microbial Pathogenesis
- Neurosciences
- Plant & Microbial Biosciences

A collaborative, interdisciplinary approach to research and education is a hallmark of Washington University and the Division. As a university-wide consortium, the Division transcends departmental lines and removes traditional boundaries of scientific fields. Faculty and graduate students regularly cross disciplines, devising novel questions and approaches that might otherwise go unexplored. The Division consists of over 700 PhD and MD/PhD students, with more than 700 faculty members from 39 departments.

Washington University in St. Louis provides unique opportunities for translating basic science into practical application. In addition, the Division's associations with internationally prominent local institutions provide exciting opportunities. Students in the biomedical sciences enrich their work with the clinical perspective of our outstanding

medical school; students also benefit from our close affiliation with the internationally renowned Missouri Botanical Garden, as well as the Saint Louis Zoo, the Tyson Research Center, the National Great Rivers Research & Education Center, and the Donald Danforth Plant Science Center.

To help prepare graduates for careers in academia, government, industry or another field of their choice, educational opportunities are offered for skill development and career exploration. The Division offers a career-planning curriculum where students can pursue noncredit elective credentials to build transferable professional skills in four areas that apply to a wide variety of scientific careers: leadership, entrepreneurship, science communication, and teaching. Through the Next Generation of Science Scholars, students are provided networking and community-building events, professional development seminars, and scientific community outreach opportunities. Professionals from a variety of fields (e.g., biotech startups, patent law) provide presentations and Q&A sessions to students throughout the year. In addition, the DBBS holds partnerships with groups such as the Center for Teaching and Learning, the Center for Career Engagement, and student organizations such as ProSPER, InPrint, the Balsa Group, and the Young Scientist Program. Students have multiple opportunities to develop experiences relevant to their future career goals.

DBBS students can reference the DBBS Student Handbook for student guidelines across all Division programs.

Email: DBBS-Info@email.wustl.edu

Website: <http://dbbs.wustl.edu>

Faculty

Associate Dean for Graduate Education

Steven Mennerick

John P. Feighner Professor of Neuropsychopharmacology, Professor of Psychiatry, Associate Dean for Biology and Biomedical Sciences, Professor of Neuroscience
PhD, Washington University in St. Louis

Associate Directors

Eric Herzog

Professor of Biology, Professor of Neuroscience, Viktor Hamburger Distinguished Professor
PhD, Syracuse University

Heather True

Professor of Cell Biology and Physiology, David English Smith Professorship in Medicine
PhD, University of Illinois-Urbana-Champaign

Faculty Program Directors: Biochemistry, Biophysics, & Structural Biology

Thomas Brett

Associate Professor of Medicine, Associate Professor of Biochemistry and Molecular Biophysics, Associate Professor of Cell Biology and Physiology

PhD, University of Nebraska – Lincoln

Eric Galburt

Associate Professor of Biochemistry and Molecular Biophysics
PhD, University of Washington

Faculty Program Directors: Biomedical Informatics & Data Science

Philip Payne

Professor of Medicine, Director, Institute for Informatics, Professor, Professor of Computer Science and Engineering, Associate Dean for Health Information and Data Science for the School of Medicine, Chief Scientist for the School of Medicine, Janet and Bernard Becker Professor of Medicine

PhD, Columbia University

Po-Yin Yen

Associate Professor of Medicine, Division of General Medicine & Geriatrics, Associate Professor, Goldfarb School of Nursing, Barnes Jewish College

PhD, Columbia University

Faculty Program Directors: Cancer Biology

Grant Challen

Professor, Division of Oncology, Department of Medicine
PhD, University of Queensland, Brisbane, Australia

Jason Weber

Professor, Departments of Medicine, Cell Biology & Physiology, and Biology

PhD, Saint Louis University

Faculty Program Directors: Computational & Systems Biology

Gautam Dantas

Professor of Pathology and Immunology, Co-Division Chief - Division of Laboratory and Genomic Medicine, Professor of Biomedical Engineering, Professor of Molecular Microbiology, Professor of Pediatrics, Conan Professorship in Laboratory and Genomic Medicine
PhD, University of Washington – Seattle

Nancy Saccone

Associate Professor of Genetics
PhD, Brown University

Faculty Program Directors: Developmental, Regenerative, & Stem Cell Biology

Mayssa Mokalled

Associate Professor of Developmental Biology
PhD, UT Southwestern Medical Center at Dallas

Andrew Yoo

Phil and Sima Needleman Distinguished Professor of Developmental Biology

PhD, Columbia University

Faculty Program Director: Immunology

Eynav Klechevsky

Associate Professor of Pathology and Immunology
PhD, Israel Institute of Technology, Haifa, Israel and The Baylor Institute for Immunology Research

Faculty Program Directors: Molecular Cell Biology

Ben Major

Alan A. and Edith L. Wolff Professorship in Cell Biology and Physiology, Professor of Cell Biology and Physiology, Professor of Otolaryngology
PhD, University of Utah

Maria Remedi

Professor of Medicine and Cell Biology & Physiology
PhD, National University of Cordoba, Argentina

Faculty Program Directors: Molecular Genetics & Genomics

John Edwards

Associate Professor of Medicine
PhD, Columbia University

Jim Skeath

Professor of Genetics, Assistant Dean Academic Pathway Programs
PhD, University of Wisconsin – Madison

Faculty Program Directors: Molecular Microbiology & Microbial Pathogenesis

Megan Baldrige

Associate Professor of Medicine, Associate Professor of Molecular
Microbiology
MD/PhD, Baylor College of Medicine

Andrew Kau

Associate Professor, Division of Allergy and Immunology, Associate
Division Chief - Research
MD/PhD, Washington University in St. Louis

Faculty Program Directors: Neurosciences

Martha Bagnall

Associate Professor of Neuroscience
PhD, University of California – San Diego

Alexxai Kravitz

Associate Professor of Psychiatry, Interim Division Director for
Basic Neuroscience, Associate Professor of Neuroscience, Associate
Professor of Anesthesiology
PhD, University of Pennsylvania

Faculty Program Directors: Plant & Microbial Biosciences

Barbara Kunkel

Professor of Biology, Associate Chair of Undergraduate Education
PhD, Harvard University

Xuehua Zhong

Professor of Biology, Dean's Distinguish Professorial Scholar
PhD, The Ohio State University

DBBS mentors and educators are key to our training mission. Those who serve as primary mentors are DBBS Program Members, and others who participate in the educational mission are General Members.

Visit the DBBS website to learn about DBBS Faculty Membership or to search DBBS Faculty by last name, program, or expertise.

Degree Requirements

- Biochemistry, Biophysics, & Structural Biology, PhD
- Biomedical Informatics & Data Science, PhD
- Cancer Biology, PhD
- Computational & Systems Biology, PhD
- Developmental, Regenerative, & Stem Cell Biology, PhD
- Immunology, PhD
- Molecular Cell Biology, PhD
- Molecular Genetics & Genomics, PhD
- Molecular Microbiology & Microbial Pathogenesis, PhD
- Neurosciences, PhD
- Plant & Microbial Biosciences, PhD

Courses

For questions about course listings, please email
dbbscurriculum@wustl.edu.

BBS 5011 Ethics & Research Science

This course prepares DBBS graduate students to analyze and address ethical and professional issues across the range of their professional roles and responsibilities. The primary goals are for students to recognize complex situational dynamics and ethical issues and to develop professional and ethical problem-solving skills. The course examines ethical challenges related to research design and data collection, management, ownership, security, sharing, analysis, interpretation, and reporting while providing practical guidance on these issues. The course also examines the fundamentals of the broader research environment, including principles of ethics in genetics and human and animal subjects research, regulatory issues in biological and biomedical research, publication and authorship, and collaboration in science.

Credit 1 unit.

Typical periods offered: Spring Half B, Spring Half A, Spring, Spring Intersession, Summer

BBS 5014 Biotech Industry Innovators

Late one Friday afternoon in April 1976, the late venture capitalist Robert Swanson met with biochemist Herb Boyer, PhD, at his UCSF lab. Swanson had requested 10 minutes of Boyer's time; when the meeting ended, three hours later, the foundations had been laid for the formation of Genentech, the first biotechnology company, and the beginnings of the biotechnology industry. This course, The Basics of Bio-Entrepreneurship, investigates issues and choices that inventor/scientists encounter when considering the applications and commercialization of early stage scientific discoveries. This course is intended for anyone interested in working in the medical device, life-, bio-, or pharma-sciences industries as a founder, scientist, entrepreneur, manager, consultant, or investor. It focuses on the decision processes and issues that researchers and their business partners face when considering how a discovery might best be moved from academia to successful commercialization.

Credit 3 units.

Typical periods offered: Fall, Spring

BBS 5053 Immunobiology I

Immunobiology I is taught by the faculty members of the Immunology Program. This course covers in depth modern immunology and are based on Janeway's Immunobiology 10th Edition textbook. The topics include: basic concepts in immunology, innate immunity: the first lines of defense, the induce responses of innate immunity, antigen recognition by B-cell and T-cell receptors, the generation of lymphocyte antigen receptors, antigen presentation to T lymphocytes and signaling through immune system receptors.

Credit 4 units.

Typical periods offered: Fall

BBS 5054 Immunobiology II

Immunobiology II is taught by the faculty members of the Immunology Program. This course covers in depth modern immunology and are based on Janeway's Immunobiology 10th Edition textbook. The topics include: the development and survival of lymphocytes, T cell-mediated immunity, the humoral immune response, dynamics of adaptive immunity, the mucosal immune system, failures of host defense mechanisms, allergy and allergic diseases, autoimmunity and transplantation, and manipulation of the immune response.

Credit 4 units.

Typical periods offered: Spring

BBS 5068 Fundamentals of Molecular Cell Biology

This is a core course for incoming graduate students in Cell and Molecular Biology programs to learn about research and experimental strategies used to dissect molecular mechanisms that underlie cell structure and function, including techniques of protein biochemistry. Enrolling students should have backgrounds in cell biology and biochemistry. The format is two lectures and one small group discussion section per week. Discussion section focuses on original research articles.

Credit 4 units.

Typical periods offered: Fall

BBS 5075 Introduction to Coding and Statistical Thinking for Genetics and Genomics

This course is designed for first-year DBBS students who have had little to no prior experience in programming or statistics. The course will cover common statistical practices and concepts in the life sciences, such as error bars, summary statistics, probability and distributions,

and hypothesis testing. The class will also teach students basic programming skills for statistical computation, enabling them to retrieve and analyze small and large data sets from online databases and other sources.

Credit 2 units.

Typical periods offered: Fall

BBS 5084 Single Molecule Biophysics Journal Club

Molecular motors in the cell harness chemical energy to generate mechanical work in a host of processes including cell motility, DNA replication and repair, cell division, transcriptional regulation, and intracellular transport. The purpose of this course is to discuss recent advances in the field of molecular motors. Special emphasis will be placed on understanding and critically evaluating single molecule studies. The course will consist of both journal club presentations and small group discussions.

Credit 1 unit.

Typical periods offered: Spring

BBS 5098 Graduate Research Fundamentals

This course introduces first-year Ph.D. students to the foundational skills, knowledge, and habits of mind required of successful independent biological scientists: 1) Social dynamics in the scientific research enterprise 2) Epistemology and ethics of bioresearch methods 3) Development and communication of research questions and results 4) Interdisciplinary scientific thinking. Class sessions and homework introduce these topics; major assignments prompt student to connect them with the broader scope of graduate training in lab rotations, course work, and interdisciplinary scientific seminars. The interactive, student-driven class structure facilitates autodidactic development while integrating small group activities and peer mentoring from advanced DBBS students.

Credit 0.5 units.

Typical periods offered: Fall

BBS 5123 Experimental Hematopoiesis Journal Club

Journal club in which papers that describe significant advances in the field of experimental hematopoiesis are discussed. Students are expected to present one paper per semester and attend the weekly (1 hour) session.

Credit 1 unit.

Typical periods offered: Fall, Spring

BBS 5137 TriMED: Membrane Excitability and Disease

TriMED consists of seminars, work-in-progress talks and journal club presentations. It meets Monday lunchtime (1-2pm, with lunch provided) from Jan - end April and from Sept - end November (1 credit each semester). Any student signed up for credit has to attend regularly and make one half hour presentation (either of their own research, or of a paper). The attendees are a mix of students, post-docs and faculty, but the goal is for trainee experience. The course is designed to fulfil interest in membrane proteins or signaling, ion channels, electrophysiology, neurobiology or excitability more broadly.

Credit 1 unit.

Typical periods offered: Fall, Spring

BBS 5138 Journal Club for the Molecular Mechanism of Aging

Why do we age? What causes aging? How is our life span determined? This journal club will address such fundamental, but challenging questions of aging and longevity. Recent studies on aging and longevity are now unveiling regulatory mechanisms of the complex biological phenomenon. We'll cover the latest progress in this exciting field



and stimulate discussions on a variety of topics including aging-related diseases. One hour of paper presentation or research talk and discussion per every two weeks. Registered students are expected to have at least one presentation for 1 unit credit.

Credit 1 unit.

Typical periods offered: Fall, Spring

BBS 5146 Principles and Applications of Biological Imaging

Principles and Applications of Biological Imaging will introduce the interdisciplinary nature of the imaging sciences and conduct a comprehensive survey of the array of interrelated topics that define biological imaging. The course will cover the basics of the optical, magnetic resonance, CT, SPECT and PET imaging modalities, and microscopy, while focusing on applications of imaging to different disease states, such as oncology, neurology, cardiology and pulmonary diseases.

Credit 3 units.

Typical periods offered: Fall

BBS 5147 Contrast Agents for Biological Imaging

Contrast Agents in Biological Imaging will build the chemistry foundations for the design and use of contrast agents in imaging applications such as nuclear medicine, magnetic resonance imaging (MRI) and optical imaging. The course will include lectures on the design of radiopharmaceuticals for gamma scintigraphy and positron emission tomography, MRI contrast agents and agents for optical imaging, including bioluminescence and fluorescence microscopy. One year of general chemistry, one semester of organic chemistry required.

Credit 3 units.

Typical periods offered: Spring

BBS 5148 Metabolism Journal Club

The purpose of the Metabolism Journal Club is to introduce the graduate students to advanced topics spanning the biochemistry, cell biology and genetics of cellular and whole body metabolism. Under the guidance of the course directors, students will select recent topical articles for discussion in the weekly journal club. Students will be expected to provide a succinct introduction to the topic and lead discussion of the data presented in the journal article. Students will be evaluated on the basis of their presentation and their participation in the seminar throughout the semester.

Credit 1 unit.

Typical periods offered: Fall, Spring

BBS 5152 Rad Journal Club (Regeneration, Aging, and Development)

Focuses on developing a dialog around current topics in developmental and regenerative biology at the molecular, cellular and systems levels.

Credit 1 unit.

Typical periods offered: Fall, Spring

BBS 5191 Pathobiology of Human Disease States

Three human disease states will be discussed in detail. Topics will include background clinical and epidemiological information, followed by a detailed examination of the molecular and cellular events that underlie the disease state. Examples of pertinent topics include Alzheimer's disease, AIDS, leukemia, cystic fibrosis, sickle cell anemia, diabetes, etc.

Credit 2 units.

Typical periods offered: Fall

BBS 5192 Cancer Biology Journal Club

This journal club covers current papers in molecular oncology, cancer genetics and contemporary molecular biology. Presentations will be given by students, post-docs and faculty, then discussed.

Credit 1 unit.

Typical periods offered: Fall, Spring

BBS 5196 Special Emphasis Pathway in Cancer Biology

This course is designed to present pre- and postdoctoral trainees with an organized educational format to explore major contemporary topics in cancer biology. The elective will provide an integrated view of cancer research including basic science, translational science, and clinical investigation. Approximately 60 minutes will be devoted to a didactic presentation by a faculty member with interaction by the participants. The remaining 30 minutes will be used to discuss a pivotal research paper from this field, preselected by the faculty member. Outside reading (30-60 min/week) will be required.

Credit 2 units.

Typical periods offered: Spring

BBS 5201 Membrane Protein Biophysics Journal Club

Cells are encapsulated by lipid bilayers providing a physical barrier for the passage of charged molecules and ions in and out of the cell. The proteins that reside within this layer of oil are called membrane proteins, and they act as the molecular gatekeepers, controlling the passage of ions, nutrients, waste products and signaling elements, across cell membranes. This journal club focuses on examining key literature in the field that investigates how membrane proteins fold, adopt certain structures, and how they function inside of the strange environment of the lipid membrane. The papers will be selected from biophysical studies that combine new and notable research with key historical work, for a broad perspective of the science being conducted in this complex and emerging field. Special emphasis will be placed on emerging topics, such as regulation of protein function by lipid composition, membrane protein synthesis and folding, cutting-edge developments in membrane biophysics. The course will consist of both journal club presentations, as well as small group discussions in the form of chalk-talks.

Credit 1 unit.

Typical periods offered: Spring

BBS 5217 Special Topics in Microbial Pathogenesis

Primarily for graduate and MSTP students, this course involves oral presentation and discussion of current research articles on pathogenic microorganisms (bacteria, viruses, parasites, and fungi). Discussion will include design of specific aims for research proposals. Emphasis will be on literature that addresses the cellular and molecular basis of host-pathogen interactions. Students are expected to prepare all articles covered and to participate actively in each discussion. Class meets twice per week for 1.5 hours each.

Credit 2 units.

Typical periods offered: Spring

BBS 5224 Molecular, Cell and Organ Systems

This course will introduce Ph.D. and MSTP students to fundamental problems in cell and molecular biology at the systems level. The course is divided into 5 themes: 1) microbial systems; 2) organ development and repair; 3) cardiovascular system and disease; 4) tumor & host systems; and 5) metabolic systems and disease. Topics within each theme highlight current research concepts, questions, approaches and findings at the molecular, cellular and physiological levels. Students will write an original research grant proposal on a topic of their choosing in one of the 5 themes. Students will critique proposals anonymously in an NIH-like study section.

Credit 3 units.

Typical periods offered: Spring

BBS 5235 Genetics Journal Club

This journal club will be focused on the Genetics department seminar series. Students will present one or a few recent papers by the seminar speaker scheduled for that week. Students will provide a brief written evaluation (on a form that will be provided) of their peers' presentations, and the faculty advisors will meet with each student after the presentation to provide feedback.

Credit 1 unit.

Typical periods offered: Fall, Spring

BBS 5255 Experimental Skeletal Biology Journal Club

The journal club, which meets weekly, focuses on cellular and molecular biology of the skeleton. Emphasis is placed on gaining insights into normal skeletal homeostasis as well as systemic disorders of bone. Papers presented for review are selected from the most competitive journals. Participants are encouraged to think outside of the box and discuss novel molecular discoveries that may impact bone cell function.

Credit 1 unit.

Typical periods offered: Fall, Spring

BBS 5272 Advanced Topics in Immunology

This course uses a journal club format to discuss contemporary issues in the cell and molecular biology of the immune system. Discussions focus on the use of current approaches to analyze the cellular and molecular basis of immunity. Topics include mechanisms of antigenic specificity, diversity, cell communication, differentiation, activation, and effector activity.

Credit 2 units.

Typical periods offered: Fall

BBS 5282 Chromatin Structure and Gene Expression

This special topics course will use *Epigenetics* ed. by Allis, Jenuwein, Reinberg, and Caparros (2007, Cold Spring Harbor Laboratory Press) as the organizing text. Each week a faculty member will provide a background lecture on an important topic or model system, and a student will present and lead discussion of a paper from the current scientific literature related to the previous week's background lecture. Topics to be considered will include background on chromatin structure, histone modifications and histone variants; epigenetic regulation in yeast, other fungi, ciliates, flies, mammals and plants; dosage compensation in different systems; DNA methylation and imprinting in mammals; stem cells, nuclear transplantation and reprogramming; and the epigenetics of cancer and other human diseases (some variation in topics in different years). Students enrolled in the course will be required to present one paper and to come prepared to each session, with a question for discussion.

Credit 2 units.

Typical periods offered: Spring

BBS 5284 Current Research in Chromatin, Epigenetics and Nuclear Organization

This journal club considers papers from the current literature on chromatin structure and function, with an emphasis on regulation of transcription, epigenetics and genomics. Presentations are given by students, postdocs and faculty, with discussion by all. Students enrolled for credit are expected to attend regularly, and to present a minimum of one paper during the term, with consultation and critique from the faculty.

Credit 1 unit.

Typical periods offered: Spring

BBS 5285 Current Topics in Human and Mammalian Genetics

This course aims to provide both biologists and those with mathematical backgrounds with a basis in mammalian genetics. The course will include the following modules: Nucleic acid biochemistry; Gene and chromosome organization; Introduction to Human Genetics; Mutations and DNA repair; Cancer Genetics; Genomic methodologies; Biochemical genetics; Murine Genetics; Epigenetics; Neurodegenerative diseases; Mitochondrial disorders; Pharmacogenetics; Introduction to human population genetics; Applications of modern human genetics; Introduction to web-based informatics tools for molecular genetics. One of the required courses in the Quantitative Human Statistical Genetics graduate program.

Credit 3 units.

Typical periods offered: Fall

BBS 5288 Special Topics in Molecular Genetics

A special topics course with lectures and discussion on the molecular basis of cancer including cell cycle regulation, tumor suppressor genes, tumor invasion, angiogenesis, immune evasion, resistance to apoptosis, signaling, imaging, gene expression, chromosomal translocations, and viral oncology.

Credit 2 units.

Typical periods offered: Spring

BBS 5303 Protein NMR Journal Club

This journal club covers the recent literature on protein NMR with a focus on using NMR to study protein function, NMR dynamics, and novel methods that expand the range of systems accessible to solution NMR studies. Students, postdocs and faculty discuss a recent paper and present background information on the relevant technical aspects of NMR. Students receive 1 credit for participation and presenting one paper.

Credit 1 unit.

Typical periods offered: Fall

BBS 5311 Dynamics in Mesoscopic Molecular Systems

This course will provide a background in the theory of the dynamics of mesoscopic systems and introduction to methods for measuring the dynamics of these systems. It will include measurement methods, some of which are in common use and others that have only recently been introduced. This course would be useful for biophysics students and others that are interested in molecular processes and mechanisms in small systems such as cells.

Credit 3 units.

Typical periods offered: Spring

BBS 5312 Macromolecular Interactions

This course will cover equilibria, kinetics and mechanisms of macromolecular interactions from a quantitative perspective. Thermodynamics, multiple binding equilibria (binding polynomials), linkage phenomena, cooperativity, allostery, macromolecular assembly, analysis of binding isotherms, enzyme catalysis and mechanism, steady-state and pre-steady-state kinetics, kinetic simulation, and isotope effects.

Credit 3 units.

Typical periods offered: Spring

BBS 5318 DNA Repair

This course is an advanced graduate course that explores all aspects of DNA damage and the cellular responses to DNA damage. It is designed for graduate students who have a working knowledge of chemistry, molecular biology and cellular biology, and for interested postdocs and researchers. Specific topics that will be covered are: The chemical basis

of DNA damage, specific DNA repair mechanisms, cell cycle responses to damage, translesion DNA replication and mutagenesis, and human diseases related to defects in DNA damage response. The course consists of a lecture module, open to all, and a discussion module for registered students. In addition, several invited speakers in the field of DNA repair will give seminars and meet with registered students for discussion. Students will present and discuss research papers. Grades will be given based on student presentation and participation. Prerequisite: Permission of instructor.

Credit 2 units.

Typical periods offered: Spring

BBS 5319 Molecular Foundations of Medicine

This course will cover fundamental aspects of biochemistry and cell biology from a medical perspective. The course begins with a treatment of protein structure and the function of proteins in the cytoskeleton and cell motility. The principles of enzyme kinetics and regulation are then discussed and basic pathways for the synthesis and metabolism of carbohydrates and lipids are introduced. This leads in to a discussion of membrane structure and the function cellular organelles in biological processes including energy production, protein degradation and protein trafficking.

Credit 3 units.

Typical periods offered: Fall

BBS 5327 Optical Spectroscopy: Theory and Applications

Spectroscopic methods to be covered include fluorescence, both ensemble and single molecule, and absorption (circular dichroism); fluorescence correlation spectroscopy will also be discussed. The quantum chemistry /physics behind these methods will be reviewed.

Credit 2 units.

Typical periods offered: Fall

BBS 5328 Structural Biology Journal Club

Multi-laboratory research colloquia for DBBS graduate students focused on structural biology and complementary biophysical techniques. Course credit requires student presentation for credit.

Credit 1 unit.

Typical periods offered: Spring

BBS 5336 Computational Biophysics Journal Club

This course covers a combination of classic and recent publications on computational methods for studying biomolecules. Students participating for credit will be required to present at least once.

Credit 1 unit.

Typical periods offered: Spring

BBS 5357 Chemistry and Physics of Biomolecules

This course covers three major types of biomolecular structures: proteins, nucleic acids, and membranes. Basic structural chemistry is presented as well as the biophysical techniques used to probe each type of structure. Selected topics covered include protein folding, protein design, X-ray crystallography, NMR spectroscopy, nucleic acid bending and supercoiling, nucleic acid:protein interactions, RNA folding, membrane organization, fluidity, permeability and transport, and membrane channels. The weekly discussion section will cover problem sets and present current research papers. This is one of the required courses for the biochemistry and for the molecular biophysics graduate programs. Prior course work in biochemistry and physical chemistry is recommended but not required.

Credit 3 units.

Typical periods offered: Fall

BBS 5358 Biochemical and Biophysical Investigations of Infectious Diseases Journal Club

Biochemical and biophysical approaches continue to advance as powerful approaches to the understanding of human disease processes. This journal club covers recent papers in which these approaches address aspects of infectious diseases or inflammation. Students who enroll for credit will be expected to participate in weekly presentations and to present one to two papers along with accompanying background information.

Credit 1 unit.

Typical periods offered: Spring

BBS 5392 Molecular Microbiology & Pathogenesis

Course is devoted to studying microorganisms, particularly those that cause disease, with an emphasis on the molecular interactions between pathogens and hosts. First third of the course focuses on virology, second third on bacteriology and the last third on eukaryotic pathogens.

Credit 4 units.

Typical periods offered: Fall, Spring

BBS 5393 Molecular Virology Journal Club

Journal club covering a broad range of topics in virology with an emphasis on pathogenesis or molecular biology of medically important viruses. A minimum of one student presentation with faculty critique.

Credit 0.5 units.

Typical periods offered: Fall, Spring

BBS 5397 Current Literature in Microbiology

Presentations by students on a broad range of topics of current interest in microbiology. The course will emphasize presentations and discussion skills. Credit requires attendance and participation at all sessions and one presentation.

Credit 1 unit.

Typical periods offered: Fall, Spring

BBS 5412 Tropical and Molecular Parasitology

Graduate level seminar course focusing on current scientific literature in molecular parasitology. The journal club will meet biweekly during the Fall and Spring semesters. Students will attend both semesters in order to receive one credit. The seminar series will run jointly with a research conference in Tropical and Molecular Parasitology. Outside speakers will be invited for the seminar series to emphasize important developments in tropical medicine and molecular parasitology. In advance of the invited speakers, topics will focus on their previous research publications.

Credit 0.5 units.

Typical periods offered: Fall

BBS 5417 Hematology Division Journal Club: Current Topics in Cellular, Molecular, and Stem Cell Biology

This journal club covers a broad range of topics of current interest, including the fields of biochemistry, molecular biology, cell biology, developmental biology, and immunology. Speakers usually give a brief background to introduce the topic and then focus on one-two papers from the current literature. Presentations are given by graduate students, post-doctorates, and faculty. Each attendee presents two-three times per year. Participants are expected to attend all the sessions. This journal club was founded in 1966.

Credit 1 unit.

Typical periods offered: Fall, Spring

BBS 5425 Immunology of Infectious Diseases Journal Club

The goal of this Journal Club (JC) is to provide 2nd year students in MMMP program a platform to discuss new and emerging concepts on mechanisms by which host immune responses mediate protection against infectious diseases. This exercise will also enable the student who attend the fundamental Immunology course to apply their knowledge to understand the basis for immunology of infectious diseases. The format will include faculty who will select cutting-edge papers and head the discussion during the JC session.

Credit 1 unit.

Typical periods offered: Fall, Spring

BBS 5426 ID Gateway: Translational and Public Health Aspects of Basic Infectious Disease Research

This course provides an opportunity for students, postdoctoral fellows, infectious disease fellows and faculty to explore issues at the interface between patient care, public health and basic research in the area of microbial pathogenesis.

Credit 2 units.

Typical periods offered: Spring

BBS 5445 DNA Metabolism Journal Club

Presentation of current research papers in DNA replication, DNA repair, and DNA recombination, with an emphasis on basic biochemical and biophysical approaches.

Credit 1 unit.

Typical periods offered: Spring

BBS 5456 Advanced Crystallography

The advanced course in Protein Crystallography will address all aspects of modern protein crystallography including fundamentals of crystallography, the derivation of the structure factor and electron density equation, symmetry and space groups, direct methods, isomorphous replacement, molecular replacement, data collection, and crystal growing theory and techniques. Prerequisite, Physical Chemistry & Bio 5325 Protein Structure and Function. Two class hours per week.

Credit 2 units.

Typical periods offered: Spring

BBS 5469 Biochemistry, Biophysics, and Structural Biology Seminar

Student presentation of Biochemistry, Biophysics or Structural Biology topic. Second Year Students present from literature; senior students give formal research seminar. Attendance required of all BBSB Graduate Students.

Credit 0.5 units.

Typical periods offered: Fall, Spring

BBS 5480 Nucleic Acids & Protein Biosynthesis

Fundamental aspects of the structure, biosynthesis, and function of nucleic acids and the biosynthesis of proteins. Emphasis on mechanisms involved in the biosynthetic processes and the regulation thereof. Lecture course supplemented with student discussions of research papers.

Credit 3 units.

Typical periods offered: Fall

BBS 5483 Human Genetic Analysis

Basic Genetic concepts: meiosis, inheritance, Hardy-Weinberg Equilibrium, Linkage, segregation analysis; Linkage analysis: definition, crossing over, map functions, phase, LOD scores, penetrance, phenocopies, liability classes, multi-point analysis, non-parametric analysis (sibpairs and pedigrees), quantitative trait analysis,

determination of power for mendelian and complex trait analysis; Linkage Disequilibrium analyses: allelic association (case control designs and family based studies), QQ and Manhattan plots, whole genome association analysis; population stratification; Quantitative Trait Analysis: measured genotypes and variance components. Hands-on computer lab experience doing parametric linkage analysis with the program LINKAGE, model free linkage analyses with Genehunter and Merlin, power computations with SLINK, quantitative trait analyses with SOLAR, LD computations with Haploview and WGAViewer, and family-based and case-control association analyses with PLINK and SAS. The methods and exercises are coordinated with the lectures and students are expected to understand underlying assumptions and limitations and the basic calculations performed by these computer programs. Auditors will not have access to the computer lab sessions.

Credit 3 units.

Typical periods offered: Fall

BBS 5484 Genetics and Development of C. Elegans Journal Club

Students will present a research paper (or present their current thesis research) and the appropriate background material.

Credit 1 unit.

Typical periods offered: Fall, Spring

BBS 5487 Genetics and Genomics of Disease

The course will cover the use of genomic and genetic information in the diagnosis and treatment of disease, with an emphasis on current practice and existing gaps to be filled to achieve precision medicine. Areas of discussion include: bioinformatics methods; assessment of pathogenicity; use and curation of disease variant databases; discovery of incidental findings; genomics applications in Mendelian disease, complex traits, cancer, pharmacogenomics, and infectious disease; design of clinical trials with genetic data; ethical and policy issues.

Credit 2 units.

Typical periods offered: Fall, Spring

BBS 5488 Genomics

This course is designed for beginning graduate students who want to become familiar with the basic concepts and applications of genomics. The course covers a wide range of topics including how genomes are mapped and sequenced as well as the latest computational and experimental techniques for predicting genes, splice sites, and promoter elements. High throughput techniques for ascribing function to DNA, RNA, and protein sequences including microarrays, mass spectrometry, interspecies genome comparisons, and genome-wide knock-out collections will also be discussed. Finally, the use of genomic techniques and resources for studies of human disease will be discussed. A heavy emphasis will be put on students acquiring the basic skills needed to navigate databases that archive sequence data, expression data and other types of genome-wide data. Through problem sets, the students will learn to manipulate and analyze the large data sets that accompany genomic analyses by writing simple computer scripts. While students will become sophisticated users of computational tools and databases, programming and the theory behind it are not covered in this course.

Credit 4 units.

Typical periods offered: Spring

BBS 5489 Human Genetics Journal Club

In this biweekly journal club on Human Genetics we will present and discuss current cutting edge papers in human and mammalian molecular genetics. Students learn presentation skills, how to critique a paper and how to interact with a very active and critical audience. Any person interested in the current state of the art in Human



Genetics may attend this course. It is a requirement that all students wishing to earn credit in this course must present a 1.5 hour journal club talk and must regularly attend and participate in the journal club throughout the year.

Credit 0.5 units.

Typical periods offered: Fall, Spring

BBS 5491 Advanced Genetics

Fundamental aspects of organismal genetics with emphasis on experimental studies that have contributed to the molecular analysis of complex biological problems. Examples are drawn primarily from yeast, nematodes, fruit flies, mouse, and humans. Students will conceive and write an original research proposal with a substantial genetics component; the learning goal is to build skills in developing hypotheses from the literature and designing experimental approaches to test those hypotheses.

Credit 3 units.

Typical periods offered: Spring

BBS 5496 Seminar in Computational Molecular Biology

Students present current research papers and the appropriate background material in the field of Computational Biology. Arts & Sciences students must take this course for credit; Engineering students must take this course Pass/No Pass.

Credit 1 unit.

Typical periods offered: Fall, Spring

BBS 5499 Cancer Informatics Journal Club

This journal club will explore current topics in cancer informatics. Current literature will be reviewed for advanced cancer genome analysis methods, statistics, algorithms, tools, databases, and other informatics resources.

Credit 1 unit.

Typical periods offered: Fall, Spring

BBS 5500 Medical Genetics

A significant portion of the first-year course in basic medical genetics devoted to human and clinical genetics, with emphasis on how genomic information will transform the practice of medicine. Topics covered include population genetics; molecular basis of mutations; human functional genomics; mouse models of human disease; pharmacogenomics; metabolic defects. Lectures, small group discussions, patient information session.

Credit 2 units.

Typical periods offered: Spring

BBS 5501 Biology of the Visual System

The purpose of the course is to provide a fascinating view of vertebrate eye development, anatomy, physiology and pathology. Topics to be covered include the molecules that control eye formation, ocular stem cells, the physiology of transparency, hereditary ocular diseases, phototransduction, the neurobiology of the retina and central visual pathways, age-related eye diseases, and many others. The course is open to all second year graduates students and above. Ophthalmology residents and postdocs with an interest in vision are strongly encouraged to attend.

Credit 3 units.

Typical periods offered: Fall

BBS 5505 Independent Study in Fundamentals of Molecular and Microbial Genetics

This literature-based course will introduce students to seminal and current studies in molecular and microbial genetics. Students will read and present a minimum of 12 landmark papers that helped shape our understanding of molecular and microbial genetics. Emphasis will be placed on students' ability to comprehend and explain these studies via chalk talks. All presentations will be given by students.

Credit 2 units.

Typical periods offered: Fall, Spring

BBS 5507 Genome Engineering Methods and Applications

This course will cover the basic principles of genome engineering with emphasis on Cas9/CRISPR technology. It will consist of discussion sessions in which students will present assigned manuscripts followed by a general discussion of the topic directed by the instructor. The course will cover the mechanisms of genome editing using host DNA repair systems, the function of Cas9, and how Cas9 can be harnessed to introduce defined mutations into almost any genome. The use of Cas9 to activate or repress genes, alter chromatin modifications, and the application of these Cas9 systems to conducting genome-scale screens in mammalian cells as well as its use in studying cell fate will be highlighted. Finally, we will study how Cas9 methodologies can be used to introduce disease-associated variants into pluripotent stem cells (e.g. iPSCs) that can be differentiated into disease-relevant cell for use in functional genomic studies.

Credit 1 unit.

Typical periods offered: Fall, Spring

BBS 5512 Diseases of Membrane Transport & Excitability

Classes will consider the molecular basis of the disease as well as animal models and current clinical studies. Addressing studies from the level of basic biophysical and molecular properties of the underlying ion channels/transporters, to the cellular defects, to organ and animal outcomes and therapies., which will encourage and force students to develop their ability to integrate understanding at multiple levels. Students will be introduced to emerging ideas in clinical diagnosis, management and treatment, when appropriate, clinical specialists will allow student participants to directly observe and participate in the clinical experiences.

Credit 2 units.

Typical periods offered: Spring

BBS 5513 ITVS Project Building

The overall goal is to have intense guidance to construct a grant/fellowship application. Students should expect to have a near completed F30/F31 application by the end of this course. Students will study previous F30/F31 applications and sit on a mock panel to review real world grants from their peers. They will use this experience to understand the reviewers perspective when writing fellowships and grants in the future. Students will draft all portions of a research proposal with feedback from their peers, the course instructor and faculty mentors.

Credit 1 unit.

Typical periods offered: Fall, Spring

BBS 5540 Neural Sciences

An integrated course dealing with the structure, function and development of the nervous system. The course will be offered in the Spring of the first year Medical School calendar.

Credit 5 units.

Typical periods offered: Spring

BBS 5543 Oral Presentation of Scientific Data

Practical course on how to prepare and present scientific data to an audience. Meets once a week for 90 minutes.

Credit 1 unit.

Typical periods offered: Spring

BBS 5571 Cellular Neurobiology

This course will present a fully integrated overview of nerve cell structure, function and development at the molecular and cellular level. Broad topics to be covered include gene structure and regulation in the nervous system, basic neurophysiology, presynaptic and postsynaptic mechanisms of chemical neurotransmission, sensory transduction, neurogenesis and migration, axon guidance and synapse formation. Three 90 minute lectures plus one 75 minute paper discussion section per week. There will be four exams, as well as weekly quizzes.

Credit 6 units.

Typical periods offered: Fall

BBS 5572 Principles of Medicinal Chemistry

Overview of basic principles of medicinal chemistry covering drug targets and concepts of metabolism, efficacy and potency as relevant to drug design.

Credit 3 units.

Typical periods offered: Fall

BBS 5577 Synapses Journal Club

Synaptic function and malleability are fundamental to nervous system function and disease. This is an advanced seminar in the development, structure, and function of the synapse in health and disease. It is a natural extension of topics covered in Bio 5571. It may be primarily of interest to students in the Neurosciences Program, but also to students in MCB, Development, Biochemistry, Computational Biology, and Molecular Biophysics. Generally a topic for the semester helps focus the group; past topics have included Synapses and Disease, Neurotransmitter Transporters, Glutamate Receptors, Dendrites, GABA receptors. Participants (students, postdocs, and faculty) alternate responsibility for leading critical discussion of a current paper. Active participation offers the opportunity for students to hone their critical thinking and presentation skills. Students enrolling for credit will be expected to attend each week, to lead discussion once per semester and to provide written critiques (1-2 pages each) of two papers.

Credit 1 unit.

Typical periods offered: Fall, Spring

BBS 5617 Development Biology PhD Program Seminar

In response to student feedback for additional training in Developmental Biology obtained from surveys and group meetings, we propose a new seminar course in Developmental Biology. This once a week course will introduce student in the Developmental, Regenerative, and Stem Cell Biology PhD Program both to the classical embryological experiments that define key concepts in developmental biology, such as cellular fields, equivalence groups, cytoplasmic determinants, and the more modern experiments that uncovered the genetic and molecular basis of these processes. In general, the classes will be individual sessions on professional development, such as scientific presentation, how to navigate graduate school, etc.

Credit 1 unit.

Typical periods offered: Fall

BBS 5619 Advanced Cognitive, Computational, and Systems Neuroscience

This course will develop critical thinking and analysis skills with regard to topics in Cognitive, Computational and Systems Neuroscience. Course format will be a series of modules composed of intensive, faculty-led case studies on interdisciplinary topics at the intersection of psychology, computation and neuroscience. The goal will be to highlight the benefits of integrative, interdisciplinary approaches, by delving into a small set of topics from a variety of perspectives, rather than providing a survey-level introduction to a broader set of topic areas. Modules will involve a combination of lectures and student-led discussion groups, with students further expected to complete a multi-disciplinary integrative final review paper. Case-study topics will vary somewhat from year to year, but are likely to include some of the following: temporal coding as a mechanism for information processing, coordinate transformations in sensory-motor integration, mechanisms of cognitive control, motor control strategies including application to neural prosthetics, and memory systems in health and disease.

Credit 3 units.

Typical periods offered: Fall

BBS 5622 Cognitive, Computational, and Systems Neuroscience Project Building

The goal of this course is to help students in the CCSN Pathway develop the critical thinking skills necessary to develop and implement high quality, interdisciplinary research projects. Throughout the course of the semester, each student will develop a research plan in their chosen area of interest. The plan will be developed in consultation with at least two faculty members (from at least two different subdisciplines within the pathway) as well as the other students and faculty participating in the course. The culmination of this course will be for each student to produce an NIH-style grant proposal on the research project of their choosing. For most students, this will serve either as their thesis proposal or a solid precursor to the thesis proposal. The course will be designed to help facilitate the development of such a research plan through didactic work, class presentations, class discussion, and constructive feedback on written work. The course will begin with a review of written examples of outstanding research proposals, primarily in the form of grant submissions similar to those that the students are expected to develop (i.e., NRSA style proposals, R03 proposals). Review of these proposals will serve as a stimulus to promote discussion about the critical elements of good research proposals and designs in different areas. Each student will be expected to give three presentations throughout the semester that will provide opportunities to receive constructive feedback on the development and implementation of research aims. The first presentation (towards the beginning of the semester) will involve presentation of the student's general topic of interest and preliminary formulation of research questions. Feedback will emphasize ways to focus and develop the research hypotheses into well-formulated questions and experiments. The second presentation will involve a more detailed presentation of specific research questions (along the lines of NIH-style Specific Aims) and an initial outline of research methods. The final presentation will involve a fuller presentation of research questions and proposed methods. Feedback, didactic work, and group discussion throughout the semester will include guidance on critical components of the development of a research plan, including how to perform literature searches, formulate testable hypotheses, write critical literature summaries, and design experiments and analyses. The course will meet once a week, with faculty members from different tracks within the Pathway present at each meeting. This will allow students to receive feedback from several perspectives.

Credit 3 units.

Typical periods offered: Fall, Spring

BBS 5646 First-Year Fundamentals

This course will provide a two-part introduction to neuroscience research fundamentals. Namely, it will introduce elementary statistical analysis for neuroscience research as well as grant writing to support neuroscience-related research. Enrollment is limited to first-year neuroscience students.

Credit 0.5 units.

Typical periods offered: Spring

BBS 5648 Coding and Statistical Thinking in the Neurosciences

Students are introduced to scientific programming in Python. Students will learn common programming constructs and how to visualize and analyze data. Coding will be integrated into a statistics curriculum introducing summary statistics, probability distributions, simulation and hypothesis testing, and power analysis for experimental design.

Credit 3 units.

Typical periods offered: Fall, Spring

BBS 5651 Neural Systems

The course will consist of lectures and discussions of the sensory, motor and integrative systems of the brain and spinal cord, together with a weekly lab. The lectures will present aspects of most neural systems, and will be given by faculty members who have specific expertise on each topic. The discussions will include faculty led group discussions and papers presented and discussed by students. The labs will include human brain dissections, examination of histological slides, physiological recordings, behavioral methods, computational modeling, and functional neural imaging.

Credit 6 units.

Typical periods offered: Spring

BBS 5663 Neurobiology of Disease

This is an advanced graduate course on the pathology of nervous system disorders. This course is primarily intended to acquaint Neuroscience graduate students with a spectrum of neurological diseases, and to consider how advanced neuroscientific approaches may be applied to promoting recovery in the brain. Topics will be presented by Washington University faculty members and include: neurooncology, stroke, retinal disease, perinatal brain injury, neurodegenerative disorders, neuroinflammation, epilepsy, and psychiatric disorders. The class will meet for 2 hours each week. Each session will be led by a faculty guest with expertise in a specific neurological or psychiatric disease. In the first hour, the speaker will discuss clinical manifestations and pathophysiology. Where possible, the clinical presentation will be supplemented with a patient demonstration or videotape. After a 30 minute break for pizza and soda, the second hour will follow a journal club format. Two or three students will review current papers assigned by the speaker or course director. This course is offered in alternate years. Prerequisite: Introductory neuroscience course at the graduate or medical school level.

Credit 2 units.

Typical periods offered: Spring

BBS 5678 Clocksclub

Clocksclub focuses on recent advances in the study of biological timing including sleep and circadian rhythms. Participants discuss new publications and data on the molecules, cells and circuits underlying daily rhythms and their synchronization to the local environment. Students registered for this journal club will lead a discussion once during the semester.

Credit 1 unit.

Typical periods offered: Fall, Spring

BBS 5702 Current Approaches in Plant and Microbial Research

This course is designed to introduce graduate students and upper-division undergraduates to contemporary approaches and paradigms in plant and microbial biology. The course includes lectures, in-class discussions of primary literature and hands-on exploration of computational genomic and phylogenetic tools. Evaluations include short papers, quizzes, and oral presentations. Over the semester, each student works on conceptualizing and writing a short NIH-format research proposal. Particular emphasis is given to the articulation of specific aims and the design of experiments to test these aims, using the approaches taught in class. Students provide feedback to their classmates on their oral presentations and on their specific aims in a review panel.

Credit 4 units.

Typical periods offered: Spring

BBS 5703 Experimental Design and Analysis in Biological Research

In-depth exploration of landmark and current papers in genetics, molecular and cell biology, with an emphasis on prokaryotes and eukaryotic microbes. Class discussions will center on such key discoveries as the chemical nature of genetic material, the genetic code, oxygen producing light-spectrum, cell-cell signaling, transcriptional regulation, the random nature of mutation, and cell cycle regulation. Emphasis will be placed on what makes a good question or hypothesis, expedient ways to address scientific problems, and creative thinking. The last third of the course will consist of student-run seminars on selected topics to increase proficiency in the synthesis of new material and public presentation skills.

Credit 2 units.

Typical periods offered: Fall

BBS 5723 Seminar in Plant and Microbial Bioscience

This course emphasizing presentation skill and critical analysis counts towards the PMB Graduate Program's journal club course requirement. Students will be responsible for dividing and presenting 30 current research publications selected by the course masters. In addition to assembling brief PowerPoint presentations providing background and significance for their assigned articles, students are expected to provide classmates with a 1 page primer and short list of relevant references

Credit 2 units.

Typical periods offered: Fall, Spring

BBS 5801 Biochemistry & Molecular Biophysics Seminar Journal Club

This will be a journal club-based seminar course mirroring the topics covered by Biochemistry and Molecular Biophysics (BMB) seminar speakers during the concurrent semester. Students will present a paper published by one of the BMB seminar speakers one-week ahead of that speaker's seminar. This will allow students and faculty to become more familiar with the research programs of BMB invited speakers, likely stimulating discussion within the Q&A period after the seminar, as well as during informal meet-the-speaker lunch sessions. Students will be evaluated on their journal club presentation, attendance and class participation.

Credit 1 unit.

Typical periods offered: Spring

BBS 5840 Climate Change Reading Group

The Climate Change Reading Group is made up of multi-disciplinary faculty and students from multiple institutions in St Louis: WUSTL, UMSL, SLU, Missouri Botanical Garden, Danforth Center, and more. Many of us in different labs, departments, and institutions around STL are actively investigating aspects and effects of climate change; this reading group provides a venue for interacting with others in the community. Subject matter within the context of Climate Change will

be chosen each week by a different presenter. Students can join this reading group for 1 credit if they agree to read all papers, actively participate in discussions, find and present one high quality scientific paper on climate change in the field of their choice and moderate the discussion of this paper. The students will be evaluated on their participation, their understanding of the issues, and their presentation. Credit 1 unit.

Typical periods offered: Spring

BBS 5850 Seminar in Floristic Taxonomy

This weekly seminar provides an introduction to/overview of Plants, each semester progressively covering orders and families in a sequence derived from the Angiosperm Phylogeny Website (<http://www.mobot.org/MOBOT/Research/APweb/welcome.html>); in Spring 2015, the seminar will cover several crown orders of the monocots, including grasses and relatives. Weekly presentations include a summary of all relevant information (molecular, chemical, anatomical, embryological, morphological, ecological, geographical, historical/paleontological, etc.) about the plant group under consideration, review of the classification/phylogeny of the group, examination of fresh and/or preserved specimens, and discussion of relationships, human uses, and other relevant aspects of the biology of that group. Credit will be contingent on one (or two) seminar presentation(s) per student, regular attendance and active participation in group discussions.

Credit 1 unit.

Typical periods offered: Fall, Spring

BBS 5866 Communicating Science: Writing for Multiple Audiences

This course introduces strategies for writing effectively and communicating scientific research to a variety of audiences. Students will learn to reduce jargon, explain scientific concepts in common language, write clearly and concisely, and use sentence structure to maximum efficiency. Written assignments emphasize the significance and innovation in scientific research that appeal to broad audiences, including: the general public, students, policy makers, grant reviewers, and journal editors. This course meets biweekly and consists of lectures and small group sessions. You must enroll in both the lecture session (section 1) and a small group (section A, B, C, or D).

Credit 1 unit.

Typical periods offered: Spring

BBS 5867 Career Planning for Biological Scientists

This course will guide you through nationally recognized and evidence-based career exploration curricula. It is intended for DBBS Ph.D. students and bioscience postdocs who want to jump-start career planning and professional skills needed for a broad range of scientific careers. Topics include self-assessment, career exploration, and goal-setting for long-term success. You will work on a team to research the scientific career path of your choice. Each team will study the specific required knowledge, skills, and attributes of their career interest or employment sector. As part of this research project, you will complete a simulated job exercise and network with alumni or local leaders in your chosen field, gaining valuable real-world insights and creating essential professional connections.

Credit 1 unit.

Typical periods offered: Fall, Spring

BBS 5900 Research

Enrolled students will meet in-person with faculty for a minimum of 1 hour per week. Pass/No Pass Only.

Credit 12 units.

Typical periods offered: Fall, Spring, Summer

BBS 5902 Introduction to the Scholarship of Teaching and Learning

In this course, advanced graduate students and postdocs in STEM will 1) learn the fundamentals of the Scholarship of Teaching and Learning (SoTL)-which is the practice of developing, reflecting on, and evaluating teaching methods to improve student learning, 2) Develop a working knowledge of SoTL, which draws on research in education, STEM education, and cognitive science, 3) Understand how SoTL can lead to the dissemination of new knowledge to a broad audience of educators through publication and presentations., and 4) Develop the central elements of a SoTL project. These elements include articulating questions about classroom teaching that can be addressed in a SoTL research project; developing working hypotheses in response to the questions; designing an evaluative plan, including specific research methods, the type of data to be collected, and how the data will be analyzed in relation to the hypotheses; identifying and understanding necessary procedures to obtain IRB approval for the research.

Credit 1 unit.

Typical periods offered: Spring

BBS 5910 Nano Topics in Biology and Biomedical Sciences

This course will expose students to advanced topics, methods, and skills in biomedical sciences. The course will rapidly fill gaps in student knowledge in areas that are relevant to their research and or professional development. Each section of the course will be offered independently, sometimes in coordination with existing journal clubs and other seminars. Some sections will focus on technique; others will be theoretically or conceptually focused. Each section will be led by a faculty member drawn from DBBS in an area of their expertise. Objectives include deepening students knowledge and skill sets in critical thinking, experimental design, and technical prowess as related to the specific themes of each section.

Credit 0.5-1 units.

Typical periods offered: Fall, Spring

BBS 5911 Seminar in Biology & Biomedical Sciences

These seminars cover the recent literature in various areas not included in other courses, or in more depth than other courses. Credit to be arranged.

Credit 12 units.

Typical periods offered: Spring

BBS 5915 Teaching Practice in Biology & Biomedical Sciences

Students serve as teaching assistants for undergraduate and graduate level courses. Faculty-supervised activities include: lecture preparation and presentation; leading discussion and problem-solving sessions; laboratory instruction.

Credit 1 unit.

Typical periods offered: Fall, Spring

BBS 5922 Entering Mentoring

This course is a series of facilitated discussions aimed at developing and improving mentoring skills for those involved in supervising undergraduate research experiences. It is designed for postdocs and graduate students who are or will be 'bench mentors' for undergraduates doing Bio 500 and/or Summer Research. Participants will receive Entering Mentoring materials, including articles and worksheets to facilitate mentoring interactions with their mentee, plus several resource books relevant to mentoring. They will develop a mentoring philosophy statement, work on specific assignments designed to improve their relationship with their mentee and share their present and past experiences as mentors and mentees. Bench mentors will be eligible for a travel award to help defray expenses for attending a meeting with their mentee, if that student wins one of the HHMI SURF travel awards (4-5 awarded annually) or is otherwise being supported to present at a scientific meeting. Graduate students



and postdocs do NOT need to be mentoring a student at the time of the course; it is open to all with an interest in mentoring now or in the future. Note: The sessions will be held either at the beginning of the day or the end of the day at the Danforth campus. Once registration closes, an email will be sent to those registered to poll for the best days & times.

Credit 1 unit.

Typical periods offered: Fall, Spring

BBS 5923 Foundations in Cancer Biology

This basic cancer biology class is designed to provide a didactic foundation into cancer biology principles. These will include tumor suppressors & oncogenes, DNA damage pathways, protein modifications, tumor progression, metastasis, tumor microenvironment and numerous other topics relevant to cancer biology.

Credit 3 units.

Typical periods offered: Fall

BBS 5928 Experimental Cancer Biology

This basic cancer biology class is meant to coincide with the Foundation course. Topics will be discussed in parallel with Foundation course topics but from the perspective of the laboratory experimentalist. Experimental details will provide the basis for understanding how to ask and answer important questions in the cancer biology laboratory.

Credit 3 units.

Typical periods offered: Fall

BBS 5940 Foundations in Cancer Biology and Experimental Cancer Biology

This advanced course will teach the clinical perspective of cancer biology using topics from oncology, radiation biology, radiology, pathology, immunology and surgery. Students will learn to write a grant proposal that includes a clinical trial element while also shadowing physicians in a real cancer clinical setting.

Credit 3 units.

Typical periods offered: Spring

BBS 5989 Advanced Topics in Neuroscience

This course will expose upper-level and postdoctoral students to advanced topics and methods in neuroscience. The course will rapidly fill gaps in student knowledge in areas that may be relevant to new directions in thesis work or interest areas. Each section of the course will be offered asynchronously, sometimes in coordination with existing journal clubs and other seminars. Each section will meet for two hours per week for three weeks. Sections may start with a didactic component or a review paper, but they will quickly delve into the discussion of primary papers curated by faculty and covering a focused topic. It is expected that papers will cover both historical and current contexts. Some sections will focus on technique; others will be conceptually focused. Each section will be led by a faculty member drawn from the Neuroscience program in an area of their expertise. Objectives include deepening critical thinking, statistical knowledge, experimental design, and technical prowess.

Credit 0.5-1 units.

Typical periods offered: Fall, Spring

BBS 5999 Independent Work

This course is designed for individual students wishing to explore indepth specialized areas of literature or technology with one or more faculty members. Credit will vary with the amount of work and discussion, but cannot be more than 3 credits.

Credit 3 units.

Typical periods offered: Fall, Spring

BBS 9000 Full-Time Graduate Research/Study

Full-Time Graduate Research/Study

Credit 0 units.

Typical periods offered: Fall, Spring, Summer

BBS 9001 Full-Time Graduate Study in Absentia

Full-Time Graduate Study in Absentia

Credit 0 units.

Typical periods offered: Fall, Spring, Summer

BBS 9002 Full-Time Graduate Study Extension

Full-Time Graduate Study Extension

Credit 0 units.

Typical periods offered: Fall, Spring, Summer

Policies

The Vagelos Division of Biology & Biomedical Sciences has more than 700 students with access to over 700 faculty mentors with whom they may perform their dissertation work. This unparalleled flexibility results from the joint governance of DBBS by the Washington University School of Medicine and the School of Arts & Sciences — a 50-year-old model that fosters the most impactful science executed at the boundaries of fields, programs, disciplines, schools and departments. A hallmark of DBBS is our commitment to interdisciplinary collaboration. By transcending traditional academic boundaries, our programs consistently earn top-tier national and international rankings.

In this interdisciplinary environment, graduate students are governed by policies and guidelines established by the university, the School of Medicine, and DBBS. The policies identified here and elsewhere in this *Bulletin* are not to be considered a complete list. However, every attempt has been made to identify the location of those policies that affect most or all students in DBBS.

The University Policies (p. 18) page in this *Bulletin* outlines regulations for both graduate and undergraduate students. For further details, please consult the Office of the University Registrar website and the University Policies page of the WashU website. Graduate students are encouraged to review the specific policy categories relevant to their degree programs.

All DBBS students must follow the University PhD Policies & Requirements (p. 32) as set forth by the Provost's Office.

Degrees in DBBS are conferred by the School of Medicine; hence, students must follow the applicable policies as set forth by the school, including the relevant PhD Program Policies & Guidelines.

DBBS students can reference the DBBS Student Handbook for student guidelines across all Division programs.

Division of Computational & Data Sciences

The Division of Computational & Data Sciences (DCDS) at Washington University in St. Louis trains students interested in problems from across a range of disciplines that share a common reliance on data and computing.

The introduction of now-standard tools from statistical analysis and hypothesis testing transformed the practice of natural and social science in the mid-20th century. Emerging tools from computational and data science have the potential to bring about an even larger transformation of scientific practice, especially in the social sciences. The questions raised by data generated by and about human behavior are engaging and profound. However, many if not most of these questions can only be tackled using a multidisciplinary approach that combines a deep knowledge of the capabilities and operation of data science techniques with the domain expertise needed to apply them effectively to the problems under consideration.

Doctoral students in Computational & Data Sciences receive strong methodological training in modern computational and statistical methods, and they also acquire expertise in a particular social science application area.

The program is inherently interdisciplinary and brings together leading experts from across the university who are using data to solve some of the greatest challenges that our world faces today. Faculty include both data and computing experts as well as domain experts from different application areas.

Faculty

Eunhye Ahn

Assistant Professor, Brown School
PhD, University of Southern California

Ruopeng An

Assistant Professor, Brown School
PhD, Pardee RAND Graduate School

Dennis Barbour

Associate Professor, Biomedical Engineering
MD, Johns Hopkins University
PhD, Johns Hopkins University

Deanna Barch

Professor and Chair, Psychological & Brain Sciences
PhD, University of Illinois

Janine Bijsterbosch

Assistant Professor, Radiology
PhD, University of Sheffield

Ryan Bogdan

Associate Professor, Psychological & Brain Sciences
PhD, Harvard University

Todd Braver

Professor, Psychological & Brain Sciences, Radiology, and Neuroscience
PhD, Carnegie Mellon University

Michael Brent

Henry Edwin Sever Professor of Engineering, Computer Science & Engineering
PhD, Massachusetts Institute of Technology

Derek Brown

Associate Professor, Brown School
PhD, Duke University

Sheretta Butler-Barnes

Associate Professor, Brown School
PhD, Wayne State University

David Carter

Associate Professor, Political Science
PhD, University of Rochester

Yixin Chen

Professor, Computer Science & Engineering
PhD, University of Illinois

Dino Christenson

Associate Professor, Political Science
PhD, Ohio State University

Brett Drake

Professor, Brown School
PhD, University of California, Los Angeles

Ted Enamorado

Assistant Professor, Political Science
PhD, Princeton University

Randi Foraker

Associate Professor of Public Health, Brown School
PhD, The University of North Carolina at Chapel Hill

Patrick Fowler

Track Chair, Social Work & Public Health
Associate Professor, Brown School
PhD, Wayne State University

Roman Garnett

Assistant Professor, Computer Science & Engineering
PhD, University of Oxford

Aimilia Gastounioti

Assistant Professor, Radiology
PhD, National Technical University of Athens

Chris Gill

Professor, Computer Science & Engineering
DSc, Washington University in St. Louis

Brian Gordon

Assistant Professor, Radiology
PhD, University of Illinois

Roch Guérin

Professor and Chair, Computer Science & Engineering
PhD, California Institute of Technology

Shenyang Guo

Professor, Brown School
PhD, University of Michigan–Ann Arbor

Ross Hammond

Associate Professor, Brown School
PhD, University of Michigan

Jenine Harris

Associate Professor, Brown School
PhD, Saint Louis University

Chien-Ju Ho

Assistant Professor, Computer Science & Engineering
PhD, University of California, Los Angeles

Josh Jackson

Associate Professor, Psychological & Brain Sciences
PhD, University of Illinois Urbana-Champaign

Nathan Jacobs

Professor, Computer Science & Engineering
PhD, Washington University in St. Louis

Kim Johnson

Associate Professor, Brown School
PhD, University of Minnesota

Melissa Jonson-Reid

Professor, Brown School
PhD, University of California, Berkeley

Brendan Juba

Assistant Professor, Computer Science & Engineering
PhD, Massachusetts Institute of Technology

Thomas Kannampallil

Assistant Professor, Anesthesiology
PhD, University of Illinois

Caitlin Kelleher

Associate Professor, Computer Science & Engineering
PhD, Carnegie Mellon University

Wouter Kool

Assistant Professor, Psychological & Brain Sciences
PhD, Princeton University

Matt Kreuter

Professor, Social Work & Public Health
PhD, The University of North Carolina at Chapel Hill

Albert Lai

Associate Professor and Deputy Director, Institute for Informatics
Associate Professor, Computer Science & Engineering
PhD, Columbia University

Calvin Lai

Assistant Professor, Psychological & Brain Sciences
PhD, University of Virginia

Matthew Lew

Assistant Professor, Electrical & Systems Engineering
PhD, Stanford University

Jr-Shin Li

Professor, Electrical & Systems Engineering
PhD, Harvard University

Fangqiong Ling

Assistant Professor, Energy, Environmental & Chemical Engineering
PhD, University of Illinois Urbana-Champaign

Chenyang Lu

Professor, Computer Science & Engineering
PhD, University of Virginia

Christopher Lucas

Assistant Professor, Political Science
PhD, Harvard University

Doug Luke

Professor, Brown School
PhD, University of Illinois

Phillip Marotta

Assistant Professor, Brown School
PhD, Columbia University

Andrew D. Martin

Professor, Political Science and Law
Chancellor, Washington University in St. Louis
PhD, Washington University in St. Louis

Timothy McBride

Professor, Brown School
PhD, University of Wisconsin–Madison

Jacob Montgomery

Track Chair, Political Science
Associate Professor, Political Science
PhD, Duke University

William Nomikos

Assistant Professor, Political Science
PhD, Yale University

Alvitta Ottley

Assistant Professor, Computer Science & Engineering
PhD, Tufts University

Neal Patwari

Professor, Electrical & Systems Engineering
Professor, Computer Science & Engineering
PhD, University of Michigan

Philip R.O. Payne

Professor and Director, Institute for Informatics
Professor, Computer Science & Engineering
PhD, Columbia University

Netanel Raviv

Assistant Professor, Computer Science & Engineering
PhD, Technion – Israel Institute of Technology

Zachariah Reagh

Assistant Professor, Psychological & Brain Sciences
PhD, University of California, Irvine

Andrew Reeves

Associate Professor, Political Science
PhD, Harvard University

Guillermo Rosas

Associate Professor, Political Science
PhD, Duke University

Betsy Sinclair

Professor, Political Science
PhD, California Institute of Technology

Bruno Sinopoli

Professor and Chair, Electrical & Systems Engineering
PhD, University of California, Berkeley

Aristeidis Sotiras

Assistant Professor, Radiology
PhD, École Centrale Paris

Fred Ssewamala

Associate Dean for Transdisciplinary Faculty Research, Brown School
PhD, Washington University in St. Louis

Joe Steensma

Professor of Practice, Brown School
EdD, Indiana Wesleyan University

Joshua Swamidass

Associate Professor, Pathology & Immunology
Associate Professor, Biomedical Engineering
MD, University of California, Irvine
PhD, University of California, Irvine

Jessie Sun

Assistant Professor, Psychological & Brain Sciences
PhD, University of California, Davis

Yevgeniy Vorobeychik

Associate Professor, Computer Science & Engineering
PhD, University of Michigan

Chenguang Wang

Assistant Professor, Computer Science & Engineering
PhD, Peking University

Yong Wang

Associate Professor, Electrical & Systems Engineering

Emily Willroth

Assistant Professor of Psychological & Brain Sciences
PhD, University of California, Berkeley

William Yeoh

Track Chair, Computational Methodologies
Associate Professor, Computer Science & Engineering
PhD, University of Southern California

Jeffrey Zacks

Track Chair, Psychological & Brain Sciences
Professor and Associate Chair, Psychological & Brain Sciences
PhD, Stanford University

Shen Zeng

Assistant Professor, Electrical & Systems Engineering
PhD, University of Stuttgart

Ning Zhang

Assistant Professor, Computer Science & Engineering
PhD, Virginia Polytechnic Institute and State University

Xuan Zhang

Assistant Professor, Electrical & Systems Engineering
PhD, Cornell University

Degree Requirements

Upon joining the PhD program, each student is assigned an initial advisor from the DCDS faculty. This advisor meets with the student to assess their background and to advise them on course selection.

All students complete a common core curriculum as well as a domain depth requirement in a social science area. The focus of the first year is on acquiring a common set of tools and an understanding of the ranges and types of problems students may work on as they progress through the program. The entire incoming cohort takes a unique two-semester seminar sequence solely for DCDS students, which includes both general topics and a series of data-driven dives into the types of research questions that may be encountered in each of the domain areas.

Curriculum

Required Core Courses

Please refer to the DCDS Doctoral Student Handbook for the most up-to-date core course requirements.

Domain Depth Tracks

Students will choose one of four focus tracks: Political Science, Psychological & Brain Sciences, Social Work & Public Health, or Computational Methodologies. Please refer to the DCDS Doctoral Student Handbook for the most up-to-date domain depth track requirements.

Further Requirements

Additional requirements for this program are as follows:

- A minimum of 72 credit units beyond the bachelor's level, with a minimum of 37 being course credits (including the core curriculum)
- A minimum of 24 credit units of doctoral dissertation research
- Students must maintain a cumulative average grade of B (3.0 grade-point average) for all 72 credit units.
- Required courses must be completed with no more than one grade below a B–.
- Up to 24 graduate credit units may be transferred with the approval of the Graduate Studies Committee, which is chaired by the director of graduate studies.

In addition to fulfilling the course and research credit requirements, students must do the following:

- Pass a qualifying exam.
- Successfully defend a thesis proposal.
- Present and successfully defend a dissertation.
- Complete a teaching requirement consisting of two semesters of mentored teaching experience.

Institute of Materials Science & Engineering

The Institute of Materials Science & Engineering (IMSE) at Washington University in St. Louis offers a unique, interdisciplinary PhD in Materials Science & Engineering that crosses traditional departmental and school boundaries. The field of materials science and engineering focuses on the study, development and application of new materials with desirable properties, with the goal of enabling new products and superior performance regimes. Disciplines in the physical sciences (e.g., chemistry, physics) play a central role in developing the fundamental knowledge that is needed to design materials for a variety of engineering applications (e.g., mechanical engineering, electrical engineering, biomedical engineering). Building on training that spans from fundamental to applied sciences, materials scientists and engineers integrate this fundamental knowledge to develop new materials and match them with appropriate technological needs.

The IMSE is well positioned to address the needs of a student seeking a truly interdisciplinary experience. The IMSE brings together a diverse group of faculty from departments in Arts & Sciences, the McKelvey School of Engineering, and the School of Medicine. The IMSE also oversees shared research and instrument facilities, develops partnerships with industry and national laboratories, and facilitates outreach activities.

Current focused areas of research and advanced graduate education within the IMSE include the following:

- Artificial intelligence in materials discovery and design
- Biomedical, bio-derived, and bio-inspired materials
- Materials for energy and environmental technologies
- Quantum and photonic materials and devices

Faculty

Director

Katharine M. Flores

Christopher I. Byrnes Professor, Mechanical Engineering & Materials Science
PhD, Stanford University

Professor Flores' primary research interest is the mechanical behavior of high-performance structural materials, with particular emphasis on understanding structure-processing-property relationships in bulk metallic glasses and their composites.

Professors

Jianjun Guan

Professor, Mechanical Engineering & Materials Science
PhD, Zhejiang University

Professor Guan's research interests are in biomimetic biomaterials synthesis and scaffold fabrication; bioinspired modification of biomaterials; injectable and highly flexible hydrogels; bioimageable polymers for MRI and EPR imaging and oxygen sensing; mathematical modeling of scaffold structural and mechanical properties; stem cell differentiation; neural stem cell transplantation for brain tissue regeneration; and bone and cardiovascular tissue engineering.

Marcus Foston

Professor, Energy, Environmental & Chemical Engineering
PhD, Georgia Institute of Technology

Professor Foston's research program seeks to develop innovative and novel routes to exploit and utilize lignocellulosic biomass by taking advantage of materials involved in industries such as agriculture, paper making, and forestry products.

Erik Henriksen

Professor, Physics
PhD, Columbia University

Professor Henriksen's lab research is centered on the properties of electrons confined to two dimensions. This remarkable system has yielded a tremendous amount of interesting and important physics over the past several decades, from the integer and fractional quantum Hall effects to the groundbreaking discoveries of graphene and other atomically thin crystals and especially to the recent realization of the topological nature of the electronic structure of a surprising number of materials both novel and familiar.

Song Hu

Professor, Biomedical Engineering
PhD, Washington University in St. Louis

Professor Hu's research focuses on the development of cutting-edge optical and photoacoustic technologies for high-resolution structural, functional, metabolic, and molecular imaging in vivo and their applications in neurovascular disorders, cardiovascular diseases, regenerative medicine, and cancer.

Vijay Ramani

Roma B. & Raymond H. Wittcoff Distinguished University Professor of Environment & Energy
PhD, University of Connecticut

Vijay Ramani's research interests lie at the confluence of electrochemical engineering, materials science and renewable and sustainable energy technologies. The National Science Foundation, Office of Naval Research, ARPA-E, and Department of Energy have funded his research, with mechanisms including an NSF CAREER award (2009) and an ONR Young Investigator Award (ONR-YIP; 2010).

Srikanth Singamaneni

The Lilyan & E. Lisle Hughes Professor, Mechanical Engineering & Materials Science
PhD, Georgia Institute of Technology

Professor Singamaneni's research interests include plasmonic engineering in nanomedicine (in vitro biosensing for point-of-care diagnostics, molecular bioimaging, nanotherapeutics); photovoltaics (plasmonically enhanced photovoltaic devices); surface-enhanced Raman scattering (SERS)-based chemical sensors, with particular emphasis on the design and fabrication of unconventional and highly efficient SERS substrates; hierarchical organic/inorganic nanohybrids as multifunctional materials; bioinspired structural and functional materials; polymer surfaces and interfaces; responsive and adaptive materials and scanning probe microscopy; and surface force spectroscopy of soft and biological materials.

Fuzhong Zhang

Professor, Energy, Environmental & Chemical Engineering
PhD, University of Toronto

Professor Zhang's research focuses on developing synthetic biology tools and systems for the sustainable production of structurally defined chemicals and high-performance materials. Current research projects include the following: (1) engineering microbial metabolic dynamics and heterogeneity; (2) engineering metabolic pathways to produce structure-defined biofuels and chemicals; and (3) developing microbial factories to produce high-performance materials.

Associate Professors

Peng Bai

Associate Professor, Energy, Environmental & Chemical Engineering
PhD, Tsinghua University, Beijing

Professor Bai's research focuses on the development of next-generation batteries. Knowledge and tools developed in the Bai Group also apply to and benefit the design of other electrochemical energy systems, like supercapacitors and fuel cells.

Mikhail Y. Berezin

Associate Professor, Radiology
PhD, Moscow Institute of Oil and Gas/Institute of Organic Chemistry

Dr. Berezin's lab focuses on the development of novel optically active probes ranging from small molecules to nanoparticles and the development of optical instrumentation for spectroscopy and imaging using knowledge of excited states. The lab's research interest lies in the investigation and application of molecular excited states and their reactions for medical imaging and clinical treatment.

Nathaniel Huebsch

Associate Professor, Biomedical Engineering
PhD, Harvard University

Professor Huebsch's research focus is in basic and translational stem cell mechanobiology, with specific focus on hydrogels to control cell-mediated tissue repair and three-dimensional, iPSC-based heart-in-a-dish models to study the influence of mechanical loading and genetics on arrhythmia and contractility.

Matthew Lew

Associate Professor, Electrical & Systems Engineering
PhD, Stanford University

Professor Lew and his students build advanced imaging systems to study biological and chemical systems at the nanoscale, leveraging innovations in applied optics, signal and image processing, design optimization, and physical chemistry. Their advanced nanoscopes (microscopes with nanometer resolution) visualize the activity of individual molecular machines inside and outside living cells. Examples of new technologies developed in the Lew Lab include (1) using tiny fluorescent molecules as sensors that can detect amyloid proteins; (2) designing new "lenses" to create imaging systems that can visualize how molecules move and tumble; and (3) new imaging software that minimizes artifacts in super-resolution images.

Xianglin Li

Associate Professor, Mechanical Engineering & Materials Science
PhD, University of Connecticut

Professor Li's research interests are in batteries and fuel cells, including direct methanol fuel cells, lithium-oxygen batteries and battery thermal management; transport phenomena in porous media; greenhouse gas emissions and full fuel cycle analysis of fossil fuels; and life cycle assessment and economic analysis of advanced energy techniques, among others.

Mark Meacham

Associate Professor, Mechanical Engineering & Materials Science
PhD, Georgia Institute of Technology

Professor Meacham's research interests include microfluidics, micro-electromechanical systems (MEMS) and associated transport phenomena, with application to design, development and testing of novel energy systems and life sciences tools, from scalable micro-/nanotechnologies for improved heat and mass exchangers to MEMS-based tools for manipulation and investigation of cellular processes.

He is also interested in the behavior of jets and/or droplets of complex fluids during ejection from microscopic orifices, which is critical to applications as disparate as biological sample preparation and additive manufacturing.

Rohan Mishra

Associate Professor, Mechanical Engineering & Materials Science
PhD, Ohio State University

Professor Mishra's research interest is to develop quantitative structure-property correlations in materials starting from the atomic scale. To develop such correlations, his group synergistically combines electronic structure calculations with atomic-resolution electron microscope imaging and spectroscopy. The end goal is the rational design of materials with properties tailored for electronic, optical, magnetic and energy applications. Current research topics include perovskite materials for photovoltaic and optoelectronic applications, novel electrocatalysts, oxidizers, and wide-bandgap semiconductors.

Jai Rudra

Associate Professor, Biomedical Engineering
PhD, Louisiana Tech University

Jai Rudra's lab is interested in the development of nanoscale biomaterials such as nanofibers, nanoparticles, virus-like particles, and hydrogels for engaging the immune system to induce protective antibody and cell-mediated immune responses against diseases such as tuberculosis, melanoma, and flavivirus infections (i.e., West Nile and Zika). He is also investigating the development of vaccines against drugs of addiction such as cocaine.

Chuan Wang

Associate Professor, Electrical & Systems Engineering
PhD, University of Southern California

Professor Wang's research focus is on two-dimensional semiconductor nanoelectronics and optoelectronics, stretchable electronics, printed electronics, and sensors and actuators.

Patricia Weisensee

Associate Professor, Mechanical Engineering & Materials Science
PhD, University of Illinois at Urbana-Champaign

Professor Weisensee's work focuses on understanding the interplay of fluid dynamics, heat transfer, and liquid-solid interactions of droplets and other multi-phase systems. Practical applications of interest are phase change heat transfer for thermal management, thermal storage, water harvesting, metallic additive manufacturing, and droplet interactions with biological and natural systems.

Assistant Professors

Sang-Hoon Bae

Assistant Professor, Mechanical Engineering & Materials Science
PhD, University of California, Los Angeles

Professor Bae's research group focuses on tackling the challenges in materials science with thermodynamics, kinetics, and solid-state physics.

Matthew Bersi**Christopher Cooper**

Assistant Professor, Energy, Environmental & Chemical Engineering
PhD, Stanford University

Christopher Cooper's research at WashU focuses on using dynamic polymers to create responsive, soft materials for applications in energy storage, environmental sustainability, and human health. Through advanced synthesis and characterization, his research group designs polymers with distinct molecular designs and reversible bonds for applications including wearable or implantable electronic devices, recyclable underwater adhesives, soft actuators, and upcycling of industrial plastics. Cooper has published more than 15 peer-reviewed journal articles and given numerous conference presentations and invited talks.

Francisco Lagunas Vargas**Mark Lawrence**

Assistant Professor, Electrical & Systems Engineering
PhD University of Birmingham

Professor Lawrence and his lab are harnessing breakthroughs in nanoscale engineering to push the limits of light-based technologies, targeting applications ranging from all-optical computing and quantum communication to metrology and biosensing.

Kelly Powderly

Assistant Professor of Chemistry
PhD, Princeton University

The Powderly Group seeks to develop and utilize new synthetic pathways to discover extended solids with magnetic, electronic, and non-trivial topological properties of interest in quantum information science and to explore new fundamental bonding in materials.

Sheng Ran

Assistant Professor, Physics
PhD, Iowa State University

Professor Ran's research aims to realize and understand exotic states of quantum materials using combined techniques of bulk crystal synthesis, electric and thermal transport measurements under extreme temperature, pressure and magnetic field conditions, and neutron and high-energy X-ray scattering.

Xi Wang

Assistant Professor, Physics
PhD, Florida State University

Xi Wang's lab utilizes cutting-edge magneto optical and optoelectronic microscopy and spectroscopy to probe and control excitons, electrons, phonons, magnons, and so on in quantum materials for applications in quantum simulation and quantum communication.

Chong Zu

Assistant Professor, Physics
PhD, Tsinghua University

Professor Zu's research interests lie at the interface between atomic, molecular, and optical physics; condensed matter physics; and quantum information.

Degree Requirements

To earn a PhD degree, students must complete the requirements of the McKelvey School of Engineering, along with program-specific requirements. Courses include the following:

- Four IMSE Core Courses (12 units)

Code	Title	Units
MEMS 5610	Quantitative Materials Science & Engineering	3
MEMS 5619	Thermodynamics of Materials *	3
<i>Hard Materials Track:</i>		
MEMS 5620	Kinetics of Materials	3
CHEM 5620	Solid-State and Materials Chemistry *	3
	or PHYSICS 5072 Solid State Physics	
<i>Soft Materials Track:</i>		
MEMS 5608	Introduction to Polymer Science and Engineering	3
MEMS 5614	Polymeric Materials Synthesis and Modification	3

* EECE 5020 Advanced Thermodynamics in EECE may be taken instead with permission of the Director of Graduate Studies.

- Three courses (9 units) from a preapproved list of Materials Science & Engineering electives
- IMSE 8991 IMSE First-Year Research Experience (6 units)
- A minimum of three graduate-level technical elective courses (9 units) in mathematics or any science or engineering department, to reach a total of at least 36 academic credit units
 - A maximum of 3 units of IMSE Journal Club will be permitted toward this requirement.
 - Any 4000-level courses not included on the preapproved list of Materials Science & Engineering electives must be approved by the Graduate Studies Committee.
- A maximum of 12 units of 4000-level courses may be applied toward the required 36 academic credit units. Undergraduate-only courses (below the 4000 level) are generally not permitted and may not be used to fulfill this requirement.
- IMSE 8997 IMSE Graduate Seminar every semester of full-time enrollment
- 18 to 36 units of IMSE 8998 Doctoral Research (Students must identify an IMSE faculty member willing and able to support their dissertation research on a materials-related topic.)
- Students must maintain a grade point average of at least 3.0 for all graded courses and have no more than one grade of B– or below in a core course or a Materials Science & Engineering elective.

Additional program requirements include the following:

- Pass the IMSE Qualifying Examination (oral and written components).
- Identify an IMSE graduate program faculty member willing and able to support the student's dissertation research on a materials-related topic.
- Maintain satisfactory research progress on a topic in materials science and engineering, as determined by the dissertation advisor and the mentoring committee.
- Successfully complete research ethics training by the end of the third semester.
- Successfully complete MTE requirements by the end of the third year.
- Successfully complete the dissertation proposal and presentation, with approval from the dissertation examination committee.
- Successfully complete and defend a PhD dissertation, with final approval from the dissertation examination committee.

Failure to meet these requirements will result in dismissal from the program.

Recommended Course Plan

Year 1

Fall Semester

- IMSE 8997 IMSE Graduate Seminar
- IMSE 8991 IMSE First-Year Research Experience
- MEMS 5610 Quantitative Materials Science & Engineering
- MEMS 5619 Thermodynamics of Materials
 - IMSE will allow EECE 5020 Advanced Thermodynamics in EECE in place of MEMS 5619 Thermodynamics of Materials with permission of the Director of Graduate Studies.
- Hard Materials Track: CHEM 5620 Solid-State and Materials Chemistry
 - An elective may be chosen if the student is taking PHYSICS 5072 Solid State Physics in the spring.
- Soft Materials Track: MEMS 5608 Introduction to Polymer Science and Engineering

Spring Semester

- Begin dissertation research
- IMSE 8997 IMSE Graduate Seminar
- IMSE 8991 IMSE First-Year Research Experience
- Hard Materials Track: MEMS 5620 Kinetics of Materials
- Soft Materials Track: MEMS 5614 Polymeric Materials Synthesis and Modification
- Elective

Summer

- Prepare for IMSE Qualifying Examination (typically taken in August):
 - Written document and oral presentation on research rotation
 - Oral examination on fundamentals from core courses

Years 2 and Beyond

- Complete remaining electives (discuss with dissertation advisor)
- IMSE 8997 IMSE Graduate Seminar
- IMSE 8998 Doctoral Research
- Teaching requirements (to be completed by the end of the third year):
 - Attend two McKelvey preparatory engagement workshops.
 - AI two times at 10 MER units for a total of 20 units.
- Regular meetings (at least once per year) with the mentoring committee
- Dissertation proposal and presentation (fifth semester)
- Dissertation and oral defense

Mentored Experience Implementation Plan

As part of their degree requirements, PhD students must complete a program-defined Mentored Experience Requirement (MER) as per these guidelines. The Mentored Experience Implementation Plan (MEIP) is the written articulation of a program-defined degree requirement for PhD students to engage in mentored teaching activities and/or mentored professional activities, collectively referred to as the *MER*.

Mentored Experience Requirement (MER)

Philosophy of Teaching

Materials scientists and engineers work at the interface between the fundamental physical sciences and application-oriented disciplines. As such, they often need to translate between underlying physical principles governing the performance of a material and the design requirements of a system or device. This translation is inherently two-way; the emergent properties of novel materials enable new, potentially transformative applications, and new devices often require materials with unique (and challenging) property profiles. To facilitate this two-way translation, our PhD graduates must be able to communicate both fundamental and applied concepts to a variety of audiences, including supervisors, subordinates, clients, and co-workers, whose familiarity with the MSE field may range from novice

to expert. Moreover, mentored teaching experiences instill a sense of responsibility, professionalism, and ethical conduct, preparing students to navigate the complex landscape of academia, industry, government, or other research-oriented sectors with confidence and integrity.

Preparatory Engagement

Preparatory Engagement activities are those that represent an introduction to the foundational skills associated with teaching or communication. Pedagogical preparation engagement activities are normally completed before students are permitted to engage in assisting or teaching in a classroom.

Two preparatory workshops are required:

1. McKelvey Teaching Orientation (Canvas Course)
2. McKelvey Teaching Workshop (Canvas Course)

Mentored Teaching Experiences (MTEs)

Assistant in Instruction (AI)

An Assistant in Instruction (AI) is a PhD student who is directly engaged in the organization, instruction, and/or support of a semester-long course *primarily taught by a faculty member*. An AI receives mentorship from a faculty member related to best practices in classroom engagement, instruction in the field, interpersonal engagement, and other relevant skills. Students and mentors complete a mentorship plan prior to the start of each AI experience. To complete each AI assignment and to ensure that it applies toward their degree requirements, students must register for the appropriate course number for each semester of engagement. Refer to the "Required Pathways for Completion" section below for course numbers and details.

Students will AI two times at 10 MER units for a total of 20 units. Students work with their graduate supervisor on the timing and content of those assignments.

Required Pathways for Completion

Students work with their faculty mentor and their Director of Graduate Studies to plan how and when they will complete their MER. Students register during the normal registration period for courses in accordance with one of these approved pathways.

- Preparatory Engagement

EGS 8010	Take two times
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Interdisciplinary Opportunities

Washington University offers courses through interdisciplinary programs that include studies in a variety of disciplines that cross traditional academic boundaries and support academic areas outside of the schools.

- **Interdisciplinary Courses**

Graduate students can speak with their advisors with regard to enrolling in individual courses available outside of their school that may advance their research or professional goals. An internal tuition agreement valid across the university's graduate and professional schools enables interdisciplinary study by allowing enrollment in classes outside of the student's home school. Many undergraduate and graduate courses are available for graduate student enrollment, subject to the following eligibility guidelines:

- The student must be enrolled full-time in a graduate degree program and have the approval of their faculty advisor or administrative officer to take a course outside of their home school.
 - Courses will be open to students outside of the discipline only if those students have met the required prerequisites and have the approval of both their department/advisor and the course instructor.
 - Finally, courses and students in part-time or "continuing" programs, including WashU Continuing & Professional Studies, are not part of this agreement. Courses that require individualized instruction and/or additional fees (e.g., independent studies, individual music lessons) are also excluded.
- **Teaching Citation — Center for Teaching and Learning**
The Teaching Citation is a professional-development program open to Washington University graduate students. The purpose of the program is to provide formalized pedagogical training to help graduate students prepare for careers that involve teaching. Graduate students who complete the program will participate in a learning community in which they will 1) develop knowledge of effective pedagogy, including evidence-based teaching methods, by completing one Foundations in Teaching and five advanced-level CTL workshops, 2) gain expertise with varied teaching methods by documenting three qualifying teaching experiences, and 3) develop, reflect on, and refine on their teaching approach by writing an engaging teaching philosophy statement. Documenting one's teaching experience includes demonstrating that the required number of teaching hours have been met, attaining faculty or CTL observation and student feedback on one's teaching activities, and writing a self-reflection. The qualifying teaching experiences that can be counted toward the Teaching Citation include, for example, include leading a weekly discussion or recitation subsection, leading regular review- or help-sessions, presenting course lectures, teaching a course independently, and mentoring a student in a research project. Teaching experiences must be approved by CTL staff.

- A limited opportunity for some Washington University students to enroll in courses at Saint Louis University and the University of Missouri–St. Louis is available through the Inter-University Exchange Program (p. 212).
- The Skandalaris Center (p. 213) offers cocurricular programming and practical, hands-on training and funding opportunities to students and faculty in all disciplines and schools.
- The McDonnell International Scholars Academy (p. 215) is an endowed fellowship program that offers generous financial support toward graduate and professional degree studies at Washington University in St. Louis.

Inter-University Exchange Program

The Inter-University Exchange (IE) program between Washington University, Saint Louis University (SLU), and the University of Missouri–St. Louis (UMSL) began in 1976 as an exchange agreement encouraging greater inter-institutional cooperation at the graduate level. Over time, this program has evolved to include undergraduate education. The basic provisions of the original agreement are still in place today, and participation continues to be at the discretion of each academic department or unit.

At Washington University, there are several schools that *do not participate* in this program (i.e., degree-seeking students in these schools are not eligible to participate in the IE program, and courses offered in these schools are not open to SLU and UMSL students attending Washington University through the IE program). They are the School of Law, the School of Medicine, the McKelvey School of Engineering, and the School of Continuing & Professional Studies. The Washington University schools that are open to participation in the IE program may have specific limitations or requirements for participation; details are available in those offices.

The following provisions apply to all coursework taken by Washington University students attending SLU or UMSL through the IE program:

- Such courses can be used for the fulfillment of degree or major requirements. (Students should consult with their dean's office for information about how IE coursework will count toward their grade-point average, units and major requirements.)
- Such courses are not regularly offered at Washington University.
- Registration for such courses requires preliminary approval of the student's major/department advisor, the student's division office or dean, and the academic department of the host university.
- Students at the host institution have first claim on course enrollment (i.e., a desired course at SLU or UMSL may be fully subscribed and unable to accept Washington University students).
- Academic credit earned in such courses will be considered as resident credit, not transfer credit.

- Tuition for such courses will be paid to Washington University at the prevailing Washington University rates; there is no additional tuition cost to the student who enrolls in IE coursework on another campus. However, students are responsible for any and all fees charged by the host school.
- Library privileges attendant on enrolling in a course on a host campus will be made available in the manner prescribed by the host campus.

Instructions

Washington University students must be enrolled full-time to participate in the IE program and have no holds, financial or otherwise, on their academic record at Washington University or at the host institution.

1. The student must complete the IE program application form. Forms are available from the Office of the University Registrar website.
2. The student must provide all information requested in the top portion of the form and indicate the course in which they wish to enroll.
3. The student must obtain the approval signature of the professor teaching the class or the department chair at SLU or UMSL, preferably in person.
4. The student also must obtain the approval signatures of their major advisor at Washington University and the appropriate individual in their dean's office.
5. Completed forms must be submitted to the Office of the University Registrar in the Women's Building a minimum of one week before the start of the term.

Course enrollment is handled administratively by the registrars of the home and host institutions. Washington University students registered for IE coursework will see these courses on their class schedule and academic record with the subject codes SLU and UMSL. Final grades are recorded when received from the host institution. The student does not need to obtain an official transcript from SLU or UMSL to receive academic credit for IE coursework at Washington University.

Contact:	Office of the University Registrar
Phone:	314-935-5959
Email:	registrar@wustl.edu
Website:	http://registrar.wustl.edu/student-records/registration/the-inter-university-exchange-program

Skandalaris Center for Interdisciplinary Innovation and Entrepreneurship

The Skandalaris Center for Interdisciplinary Innovation and Entrepreneurship is the hub of creativity, innovation, and entrepreneurship at Washington University. We believe everyone can be entrepreneurial. Skandalaris provides programming where anyone can explore their creative and entrepreneurial interests, develop an entrepreneurial mindset, and go from ideation to launch.

Mission

The Skandalaris Center fosters and empowers an inclusive community that finds opportunities in problems and transforms ideas into action. We build an ecosystem of education, research, and resources that engages all WashU students, faculty, alumni, and staff as entrepreneurial leaders and collaborators.

Who We Serve

We work with the best and brightest at WashU — the change-makers, thought leaders, and visionaries — to solve the world's problems and meet local needs through innovation and entrepreneurship. As an interdisciplinary center, our initiatives serve students, faculty, staff, and alumni from all levels and disciplines.

Our Initiatives

We develop programs for WashU entrepreneurs, creatives, innovators, and scholars. Our commitment to interdisciplinary innovation and entrepreneurship is motivated by the following beliefs:

- *Everyone can be creative.* We provide hands-on experiences and the creative means to solve problems.
- *Innovation is the backbone of entrepreneurship.* Our opportunities are designed to develop and share new ideas while connecting with other WashU entrepreneurs and innovators.
- *Good ideas are one opportunity away from success.* Our programs are created to help WashU entrepreneurs and innovators access the resources they need to take their ideas to the next level.
- *Knowledge and skills are key to innovation and entrepreneurship.* Our Center offers events and opportunities to help our community of WashU entrepreneurs, creatives, and innovators learn the ins and outs of innovation and entrepreneurship.

Programs and Resources

- **Experts on Call**

This program provides an opportunity for the WashU community to connect with experts in the Skandalaris Center or remotely, free of charge.

- **Honors in Innovation & Entrepreneurship**

Students who have shown exemplary involvement in innovation and entrepreneurship during their time at Washington University are recognized through this program. Honors are earned by accumulating points through a combination of curricular and cocurricular activities.

- **In-Residence Program**

This program provides WashU students, faculty, staff, and alumni with the opportunity to learn from and work with professionals with extensive industry experience.

- **PhD Citation in Entrepreneurship**

This program provides opportunities for PhD students who are interested in developing skills and experiences in the areas of entrepreneurship and innovation.

- **Pivot 314 Fellowship**

The Pivot 314 Fellowship is a year-long program presented by the Office of the Provost and the Skandalaris Center for Interdisciplinary Innovation and Entrepreneurship. Pivot 314 offers graduate students curated programming focused on professional development and on strengthening leadership and communications skills, as well as internship opportunities.

- **Resources**

The Skandalaris Center, Washington University, and external services and resources are available to support innovators and entrepreneurs.

- **Skandalaris Spaces**

Our collaboration space is available for hosting meetings or events. Requests should be made a week in advance.

- **Skandalaris Startup Webinars, Panel Discussions, and Workshops**

These webinars provide an exciting way for alumni to reconnect and share their experiences with entrepreneurship. We also offer free, noncredit workshops designed to encourage creativity, innovation, and entrepreneurship.

- **Startup Venture Promotion**

The Skandalaris Center is happy to help Washington University in St. Louis students, faculty, staff, and alumni with promoting their startup ventures.

- **Student Enterprise Program (StEP)**

StEP provides a unique opportunity for students to own and operate a business on campus that serves the WashU community. Student owners can supplement the valuable business and entrepreneurial skills they learn in the classroom while gaining real-world experience as they manage and lead their own businesses.

- **Student Groups**

There are many organizations that allow students to gain experience and make valuable interdisciplinary connections in the areas of creativity, innovation, and entrepreneurship.

- **Venture Development**

The WashU community is invited to set an appointment with a member of our team for help with ideas and businesses at any stage. We will work with these individuals to brainstorm ideas, strengthen financial models, draft business plans, perfect pitches, and more.

- **Washington University Entrepreneurship Courses**

Courses in entrepreneurship offered across the university are available to students at all levels and in all disciplines.

Competitions

- **IdeaBounce®**

IdeaBounce® is both an online platform and an event for sharing venture ideas and making connections. This is an opportunity for participants to pitch their ideas (no matter how "fresh"), get feedback on them, and make connections. In-person events happen frequently throughout the fall and spring semesters.

- **Skandalaris Venture Competition (SVC)**

The SVC provides expert mentorship to new ventures and startups to ready them for commercializing their ideas, launching, and pitching to investors. Teams will develop materials focused on explaining the ideas that they are working on to a broad audience.

- **Who Can Apply:** Current Washington University students and alumni (within one year of graduation) with an early-stage venture or idea
- **Award:** Up to \$22,500

- **Global Impact Award (GIA)**

The GIA awards WashU-affiliated ventures with inventions, products, ideas, and business models that will have a broad and lasting impact on society.

- **Who Can Apply:** WashU students, postdocs, residents, and alumni who have graduated within the last 10 years
- **Award:** Up to \$50,000

Learn More

Please contact the Skandalaris Center to sign up for our newsletter and for additional information about all programs.

Phone:	314-935-9134
Email:	sc@wustl.edu
Website:	http://skandalaris.wustl.edu



McDonnell International Scholars Academy

The McDonnell International Scholars Academy graduate fellowship program at WashU is dedicated to fostering a dynamic community of scholars chosen based on their ability to emerge as leaders and experts in their fields. The McDonnell Academy offers curated programming that includes a leadership seminar, cohort trips, and presentation skills development. This multifaceted approach cultivates leaders who embrace a global outlook and help drive positive change in their communities and beyond.

The McDonnell Academy provides both financial and programmatic support to enrich the WashU graduate experience. Meaningful participation and engagement are key components of the program. For more information about program benefits, eligibility, and admissions, please visit the Admissions page of the McDonnell International Scholars Academy website.

Website: <https://mcdonnell.wustl.edu/>

VA Appendix: Olin Business School Graduate Programs

- Licensure and Accreditation Information (p. 29)
- Admission and Re-Admission Policy:
 - Doctoral Degrees:
 - DBA (p. 171)
 - PhD (p. 171)
 - Master's Degrees (p. 124)
- Course/Program Descriptions
 - Courses (p. 41)
 - Programs
 - Doctoral Degrees
 - DBA (p. 166)
 - PhD (p. 169)
 - Master's Degrees
 - Master of Business Administration (MBA) Programs
 - MBA (Full-Time) (p. 93)
 - Flex MBA (Part-Time) (p. 100)
 - Executive MBA (Part-Time) (p. 103)
 - Specialized Master's Programs (SMP)
 - In-Person (Full-Time)
 - Master of Accounting (MACC) (p. 106)
 - Master of Science in Supply Chain Management (MSSCM) (p. 120)
 - Master of Science in Business Analytics (MSA) (p. 109)
 - Finance
 - Master of Science in Finance - Quantitative (MSFQ) (p. 117)
 - Master of Science in Finance - Corporate Finance (MSFC) (p. 116)
 - Master of Science in Finance - Wealth and Asset Management (MSFWAM) (p. 118)
 - Online (Part-Time)
 - Master of Science in Business Analytics (Online) (p. 122)
 - Dual Degrees
 - Brown School
 - MBA/MPH (Public Health) (p. 164)
 - MBA/MSW (Social Work) (p. 165)
 - McKelvey School of Engineering
 - MBA/MS-BME (Biomedical Engineering) (p. 165)
 - MBA/MEng-EECE (Energy, Environmental & Chemical Engineering) (p. 165)
 - Sam Fox School of Design & Visual Arts
 - MBA/MArch (Architecture) (p. 165)
- School of Law
 - MBA/JD (Law) (p. 165)
- School of Medicine
 - MBA/MD (Medicine) (p. 166)
- Grading System with Progress Requirements:
 - Doctoral Degrees
 - DBA (p. 174)
 - PhD (p. 174)
 - Master's Degrees
 - MBA (Full-Time) (p. 124)
 - Flex MBA (Part-Time) (p. 133)
 - Executive MBA (Part-Time) (p. 146)
 - Specialized Master's Program (SMP) (p. 149)
 - Online Specialized Master's Program (OSMP) (p. 157)
- Conditions for Probation/Dismissal:
 - Doctoral Degrees
 - DBA (p. 174)
 - PhD (p. 179)
 - Master's Degrees
 - MBA (Full-Time) (p. 124)
 - Flex MBA (Part-Time) (p. 133)
 - Executive MBA (Part-Time) (p. 146)
 - Specialized Master's Program (SMP) (p. 149)
 - Online Specialized Master's Program (OSMP) (p. 157)
- Conduct Policy:
 - Doctoral Degrees
 - DBA (p. 175)
 - PhD (p. 175)
 - Master's Degrees:
 - MBA (Full-Time) (p. 124)
 - Flex MBA (Part-Time) (p. 133)
 - Executive MBA (Part-Time) (p. 146)
 - Specialized Master's Program (SMP) (p. 149)
 - Online Specialized Master's Program (OSMP) (p. 157)
- Tuition and Fee Charges:
 - Doctoral Degrees (p. 187)
 - Master's Degrees (p. 162)
- Refund Policy:
 - Doctoral Degrees (p. 187)
 - Master's Degrees (p. 162)
- Transfer Credit Policy:
 - Doctoral Degrees:
 - DBA (p. 177)
 - PhD (p. 187)
 - Master's Degrees:



- MBA (Full-Time) (p. 124)
- Flex MBA (Part-Time) (p. 133)
- Executive MBA (Part-Time) (p. 146)
- Specialized Master's Program (SMP) (p. 149)
- Online Specialized Master's Program (OSMP) (p. 157)
- Compliance with Section 103 of the Veterans Benefits and Transition Act of 2018 (p. 18)

Index

A

About This Bulletin	4
About Washington University in St. Louis	12
Academic Calendar	13
Administration, Business, Graduate	188
Admissions, Business, Graduate, Doctoral Degrees	171
Admissions, Business, Graduate, Master's Degrees	124
Analytics, Advanced Graduate Certificate	91
Analytics, Graduate Certificate	91

B

Business School, Graduate	41
---------------------------------	----

C

Campus Resources	14
Catalog Editions	9
Course Numbering	5
Cross-School Interdisciplinary PhD Programs	191
Curriculum Designators	5

D

Division of Biology & Biomedical Sciences	191
Division of Computational & Data Sciences	204
Doctor of Business Administration (DBA)	166
Doctoral Degrees, Business	166
Dual Degrees, Graduate, Business	164

E

Exchange Programs, Business, Graduate	164
Executive Master of Business Administration (MBA)	103
Executive Master of Business Administration (MBA) Mumbai	104
Executive Master of Business Administration (MBA) Shanghai	105

F

Finance, Advanced Graduate Certificate	92
Finance, Graduate Certificate	92
Financial Information, Business, Graduate, Doctoral Degrees	187

Financial Information, Business, Graduate, Master's Degrees	162
Flex Master of Business Administration (MBA)	100
Flex Master of Science in Finance (Flex MSF)	123
Flex MBA Policies, Business, Graduate	133
Flex MSF Policies	139

G

Graduate Certificates, Business	91
Graduate Policies	31

I

Institute of Materials Science & Engineering	207
Inter-University Exchange Program, Graduate	212
Interdisciplinary Opportunities, Graduate	212

J

JD/MBA	165
--------------	-----

M

MArch/MBA	165
Master of Accounting (MACC)	106
Master of Science in AI for Business (MSAIB)	108
Master of Science in Business of Sports (MSBOS)	114
Master of Science in Wealth Management (MSWM)	121
Master's Degrees, Business	93
MBA, Full-Time	93
MBA/MS-BME	165
McDonnell International Scholars Academy	215
MD/MBA	166
MEng-EECE/MBA	165
MPH/MBA	164
MSA	109
MSFC	116
MSFQ	117
MSFWAM	118
MSSCM	120
MSW/MBA	165

O

Online Master of Science in Business Analytics (OMSBA)	122
--	-----



P

PhD in Business	169
PhD Mentored Experiences	38
Policies, Bulletin	4
Policies, Business, Graduate, Doctoral Degrees	173
Policies, Business, Graduate, Master's Degrees	124
Policies, Executive MBA (EMBA)	146
Policies, Full-Time MBA (FTMBA)	124
Policies, Online Specialized Master's Program (OSMP)	157
Policies, Specialized Master's Program (SMP)	149
Policies, Washington University	18
Postdoctoral Training	190
Prior Bulletins	9

S

Skandalaris Center, Graduate	213
------------------------------------	-----

T

Trustees & Administration	12
---------------------------------	----

U

University Affiliations	27
University PhD Policies & Requirements	32

V

VA Appendix: Olin Business School Graduate Programs	216
---	-----